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ABSTRACT

This study was designed to determine the present status of rhetoric and speech communication programs in the 83 predominantly black, 4-year colleges in the United States; to make recommendations toward continued development of these programs with special emphasis on required courses; and to sample the reactions of a panel of 12 Speech Communication Association experts on the status and recommendations. Questionnaires were sent to the heads of the 83 departments. The results of the study indicated that most of the speech departments in black colleges were developed during the first two decades of the twentieth century, only 727 students are majoring in speech at the colleges surveyed, and only 28 of the 83 colleges have facilities for speech improvement programs. The study concludes that, while the overall status of speech as an academic discipline in black colleges has improved in recent years, administrators need to dedicate more time, interest, and financial support to speech education in these colleges. (RB)

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THE STATUS OF SPEECH COMMUNICATION
PROGRAMS AT PREDOMINANTLY BLACK
FOUR YEAR COLLEGES: 1971-1972

by

Lyndrey Arnaud Niles

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Submitted to the Temple University Graduate Board
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Without the encouragement and assistance of my wife, my parents and my family, the successful completion of this program of studies would have been impossible. Without the guidance and support of my advisor and committee, the execution of this study would have been less rewarding. Without the dedication and cooperation of the typist, this dissertation would have been an unfinished assignment. To all the above-mentioned, I offer my sincerest appreciation.

CHAPTER I

INTRODUCTION

I. BACKGROUND

All studies in the field of Rhetoric and Speech Communication have humanistic implications. They focus on man's interaction with his fellowmen, how he uses symbols to effect decision-making, to determine individual and group behavior and to establish values and priorities in his environment. In effect, therefore, such studies contribute to "freedom in making enlightened choices," and any such contribution, according to Everett Lee Hunt, is within the domain of the humanities.[1]

Such is the broad scope of the Rhetoric and Speech Communication field; which, through its long history of almost three thousand years, has been held in varying degrees of esteem. "It has been emphasized almost to the point of worship; it has been neglected almost to the point of disdain,"[2] and both circumstances seem to prevail simultaneously today in American colleges and universities.

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[1] Everett Lee Hunt, "Rhetoric As a Humane Study," Quarterly Journal of Speech, Vol. XLI, No. 2 (April, 1955), p. 114.

[2] Elbert Harrington, "The Role of Speech in Liberal Education," Quarterly Journal of Speech, Vol. XLI, No. 2 (October, 1955), p. 219.

The significant need for continuing and strengthening the training opportunities in Rhetoric and Speech Communication cannot be overstated. Dr. Walter Fisher justified this need when he stated: "Political, business, social and educational institutions in a free society are only as good as the rhetorical transactions which maintain them."[3] Thus, one recognizes the necessity for effective communication behavior for mankind. William Brooks provides three examples:

> Political. There is a direct relationship between a people's quality of communication and their ability to solve problems collectively through governmental organizations. . . . The ordinary citizen faces the challenge to be sufficiently knowledgeable and skilled in communication, both as sender and receiver, that he can contribute to the understanding and solution of problems in the society.[4]
>
> Vocational. Business, industrial and governmental officials are keenly interested in a person's ability

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[3] Walter Fisher, speech presented at the Pheasant Run meeting of the National Conference on Rhetoric, May 12, 1970.

[4] William Brooks, Speech Communication (Iowa: Wm. C. Brown Co., 1971), pp. 2-3.

> to communicate effectively because they recognize the close relationship between this ability and job proficiency.[5]

> Personal. Communication is the means through which personality expresses itself in interpersonal relations. . . . There is no question but that communication and personality grow, develop, and become refined together.[6]

Communication failure in any of these categories has subsequently led to such descriptions as generation and communication gaps, racial conflicts, class divisions and campus unrest. Thus, should the lines of communication continue to close about us, and the persuasive appeals lose their efficacy to demonstrations, sit-ins and traffic blockades, it can be anticipated that violent coercion will be the sole alternative in solving rhetorical or situational conflicts.

If the above analysis of the effects of failure in communication proves accurate, it is highly possible that lack of adequate training in communicative skills is partially responsible for the problem. At least, it is here that the educational system should begin to take inventory and thus determine the possibilities for ameliorating the present situations of communicative impasse.

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[5] Ibid., p. 3.

[6] Ibid., p. 4.

One authority in speech education states that:

> Contributing to the separation of cultures in our society and to the difficulty of groups within our society to communicate effectively with each other, is the system of higher education from which many, if not most, of our citizens come into that society. The machinery of higher education conditions the student to accept a conventional niche in a society in which honest and meaningful communication is less likely than is acquiescence in what one sees and hears.[7]

In addition, Dr. Larsen feels that the greatest weakness in the present system of higher education for the student of Rhetoric and Speech Communication is its failure to make students sufficiently aware of, and sensitive to, the ways in which language and other symbols are used. Certainly, students need to be exposed not only to the mechanics of speech presentation and the techniques of improving listening skills, but also to the ways in which man uses and is used by symbols of inducement. Such systems in communication influence our beliefs, our values, our attitudes and subsequently our every action.

Thus, the primary goals of Rhetoric and Speech Communication programs should be humanistic in nature. Their primary attempt should be to prepare students for effective communication, both in their business and social experiences. Their focus should be on man, communicating.

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[7] Richard L. Larsen, "The Status of Speech Education," unpublished position paper presented at the Pheasant Run meeting of the National Conference on Rhetoric, May, 1970.

The degree to which such goals are achieved or even pursued in the nation's colleges and universities, however, is another matter. Some institutions still have no Speech nor Communication Departments, and offer no courses in this area. Others without departments offer one course in the English Department, sometimes described solely as Oral English.

These circumstances exist at many institutions, but particularly among the eighty-three predominantly black, four-year colleges in the United States. These institutions, still training just over 50 per cent of the black college students today,[8] have not been active in furthering Rhetoric and Speech Communication education traditionally, except in the area of drama and theater. While it may seem incredible, there has apparently been so little interest in the past, that only one journal article covering the status of Speech Education in black colleges during the last twenty-five years can be found.

Thus it becomes necessary to pursue fresh research in this area in an attempt to discover what development has taken place. At the moment, no carefully indexed statement whatever can be made about the extent of, or the characteristics of, education in Rhetoric and Speech Communication in the predominantly black, four-year, American colleges and universities.

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[8] Public Negro Colleges; A Fact Book (Atlanta, Georgia: Office for Advancement of Public Negro Colleges, 1969), p. 5.

II. THE PROBLEM

Because of the paucity of research on the current status of educational programs in Rhetoric and Speech Communication in black colleges, and in order to satisfy the need for making such information available to heads of departments, college administrations, national associations and the general community, this research is undertaken. Its purposes are:

1. to determine what is the present status of Rhetoric and Speech Communication programs in the eighty-three predominantly black, four-year colleges in the United States;
2. to make recommendations toward continued development of Rhetoric and Speech Communication programs in these schools, with special emphasis on the possibility of required courses;
3. to sample reactions of a panel of twelve Speech Communication Association experts to the list of recommendations in item 2 above.

III. DEFINITIONS OF TERMS USED

Speech Communication. In subsequent chapters of this study, the term Speech Communication refers to the course of studies including rhetoric, public address, mass media and oral communication available at a particular college or university. When reference is made to all the programs in predominantly black colleges, the term "Speech Education in black colleges" is used.

Black College. Throughout the report of this investigation, the term "black college" is interpreted as meaning any four-year United States institution of higher education in the liberal arts, where the student population was more than 50 per cent black (Afro-American) on January 1, 1971.

Speech Communication Association Panel of Experts. In this report, the term is used to represent twelve officers and members of the Speech Communication Association, who have distinguished themselves in research and in speech education and who enjoy a high degree of prestige among their colleagues. This panel reacted to the recommendations presented in Chapter IV.

IV. JUSTIFICATION

At the present time in the United States there are 105 colleges and universities serving student populations that have a majority of blacks. Of these, eighty-three offer Bachelors' degrees and are therefore classified as senior colleges. With an enrollment totalling approximately 160,000 students,[9] these 105 institutions are of great value and importance to the black communities they serve, especially since their student bodies contribute approximately 52 per cent of all black students attending college in the United States.

However, when general statements or reports are made regarding the status of education (and in particular, Speech Communication education) in American colleges, very little particular data is ever given about the colleges where the majority of students are black. This lack of specific attention may occur because researchers consider the number of the colleges too small; or because there is no genuinely significant difference between these colleges and others in the nation; or, most likely, because there are few reported articles on the programs existing in most of these colleges.

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[9] Ibid., p. 6.

This research is an attempt to make at least the information concerning the Speech Communication programs of the black colleges available, not only for the individual heads of departments, but for college administrators, national associations and the community at large, thereby invalidating claims that there is no basic research available.

Furthermore, black colleges must become increasingly aware of the uniqueness of their role in educating black student populations. Black leaders and educators, like Henry Bullock, have argued that "what has been mistakenly called a 'black' college is a 'white' college for black students' participation, like white students', in a society dominated by a WASP culture."[10] College administrators need to prepare curricula in response to the specific needs of the communities they serve, and black administrators must therefore begin by taking inventory of their present programs, and then proceed from this point to adjust curricula to satisfy the observed needs. This research attempts to report the current Speech Communication status to those in positions to make changes.

Speech Communication committees are presently at work in several colleges--both predominantly black and white--determining what constitutes a meaningful curriculum. For example, Dr. Jack Daniel of the University of Pittsburgh recently suggested six characteristics of a relevant college education:

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[10] Henry Allen Bullock, "The Black College and the New Black Awareness," Daedalus, Vol. C, No. 3 (Summer, 1971), p. 574.

> 1. Relevant education deals with the true experiences of the people being studied, as opposed to arranging the past to perpetuate one's ideology. . . .
> 2. Relevant education does not only deal with how the world . . . ought to be . . . Relevant education comes to grips with W. E. B. Dubois' statement that 'the problem of the twentieth century is the problem of the color line.'[11]
> 3. Relevant education involves an active student who participates in concrete experiences . . . Spending part of his economics class time experimenting with a small cooperative grocery store . . . as opposed to sitting in class and the library, and having teachers proselytize a given economic system.
> 4. Relevant education involves 'right questioning' as opposed to a 'right answering' student . . .
> 5. Right education produces sense of dignity and self-worth. . . .
> 6. . . .Relevant education for a black student should lead to the student being able to in some way improve the psycho-physiological, socio-economical, educational, and political conditions of the black masses.[12]

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[11] W. E. B. Dubois, The Souls of Black Folk; Essays and Sketches (Greenwich, Connecticut: Fawcett Publication, 1968).

[12] Jack L. Daniel, "Black Folk and Speech Education," The Speech Teacher, Vol. XIX, No. 2 (March, 1970), pp. 123-24.

In applying the above guidelines to the Speech curriculum, Dr. Daniel concluded:

> Therefore, relevant Speech-education for black folk will be functional in that blacks will be better equipped to understand communication which will facilitate black cultural revolution.[13]

The recommendations in this paper attempt, therefore, to meet these criteria for the benefit of existing and new programs.

V. SOURCES AVAILABLE

The sources available in pursuing this research are varied even though the number of them is limited. They can be summarized as follows:

1. Catalogues
2. Research publications and journal articles
3. Textbooks
4. Interviews and questionnaires

Catalogues. Each four-year black college was requested to forward a copy of its most recent catalogue of class offerings and major requirements, thereby providing a preview of the status of speech programs.

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[13] Ibid., p. 125.

Research Publications and Journal Articles. These materials were reviewed in an attempt to discover what related studies have been completed and also to provide guidelines toward establishing the recommendations. Only one Speech Communication journal article, published in December, 1947 in *The Quarterly Journal of Speech*, had as its primary purpose the status of Speech programs in black colleges. It was entitled "Speech Training in Negro Colleges" and was authored by Dr. Marcus H. Boulware, now of Florida A. and M. University. (A detailed report of Dr. Boulware's paper will be presented in Chapter II.)

Other articles were concerned in a more general way with Speech Communication curricula in American colleges, or in a group of colleges in a particular state, or in Seminaries.

Textbooks. Most textbooks in the Speech Communication area are written with specific types of courses in mind. With this observation in focus, several texts were studied for possible guidelines and examples to be used in the chapter on recommendations. Included among these textbooks were:

DeFleur, Melvin L. *Theories of Mass Communication*.

Ecroyd, Donald. *Speech in the Classroom*.

Egland, George O. *Speech and Language Problems: A Guide for the Classroom Teacher*.

Godal, Robert. Geneva School Reader in Linguistics.

Klapper, Joseph T. The Effects of Mass Media.

Schiller, Herbert I. Mass Communication and American Empire.

Smith, Arthur L. Language, Communication and Rhetoric in Black America.[14]

Interviews and Questionnaires. The primary sources of information in the project were interviews and questionnaires. Questionnaires were sent to the heads of Departments of Speech at the eighty-three, black, four-year (senior) colleges in order to gather necessary data concerning the status of their Speech Communication programs. On occasions when there was no response to the questionnaire, attempts were made to reach chairmen by telephone so that an interview could be conducted using the questionnaire as a model. Further details on the instrument are included in Chapter IV.

VI. METHODOLOGY

In order to achieve the purposes of this study listed in Section II above, the following procedures were used.

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[14] A full bibliographic entry for each of these texts is included in the Bibliography of this study.

Two educational organizations, The United Negro College Fund and Plans for Progress were requested to forward copies of their lists of predominantly black colleges in the United States. In addition, these organizations were requested to give some indication as to which of the colleges were four-year (senior) colleges.

Upon receipt of these lists, a letter was sent to the Academic Dean of each institution requesting a copy of the most recent catalogue of course offerings, etc. Subsequently, a questionnaire was forwarded to the chairman of each Department directly concerned with Speech Education, along with a covering letter requesting him to respond and return the questionnaire in the stamped, pre-addressed envelope. In the case of institutions where identifiable Departments teaching Rhetoric and Speech Communication were not listed in the catalogues, copies of the questionnaire and the letter were forwarded to the heads of the Departments of English.

When responses were long in coming, follow-up letters and additional questionnaires were sent.

After a nine month period had elapsed, the answered questionnaires were summarized and totalled to arrive at results concerning the status of Speech Education. These results are reported in Chapter III.

In light of these findings and in terms of the general community needs quoted previously, a list of recommendations was made concerning Speech Communication courses that should be required of students majoring in Departments of Speech Communication.

Upon completion of these recommendations, questionnaires were prepared describing the respective courses and soliciting reactions from the panel of Speech Communication Association experts. These responses are reported in Chapter IV, along with the detailed recommendations for courses.

VII. SUMMARY

This chapter has sought to introduce the scope, purposes and methodology of this research. Because of a lack of reported research in the area of Speech Education in predominantly black colleges, this research has attempted to:

1. determine this status and report the findings;
2. make recommendations toward development of Speech Education programs;
3. solicit reactions to these recommendations from a Speech Communication Association panel of experts.

CHAPTER II

REVIEW OF LITERATURE

This chapter will attempt to review two aspects of higher education in the United States as they apply to Speech Communication training for students at black colleges. First, there will be a discussion of the historical development of these colleges and second, there will be a review of the establishment of Speech programs at these colleges.

I. RESUME OF THE HISTORY OF AMERICAN BLACK COLLEGES

A detailed study of any aspect of education in black colleges would be incomplete without some historical background of these educational institutions. That it was necessary to establish these segregated schools as well as support them over a period of one hundred years, and that they still serve over 50 per cent of the black college students in the United States, testify to the heavy responsibility placed upon them and the uniqueness of the circumstances surrounding this area of higher education. Christopher Jencks and David Riesman comment on this uniqueness:

> Until relatively recently virtually all Americans, both black and white, assumed that the plight of

> the American Negro was in almost every respect unique. Carried to America as a slave, subjected to a centuries-long process of cultural 'thought reform' which makes a good many more recent totalitarian efforts look both humane and ineffective, liberated from slavery only to be held in a state of near peonage on Southern plantations, persistently segregated and isolated by laws and customs without parallel in American life, the American Negro and his problems seemed 'special' in almost every respect. Sociologists spoke of Negroes as a 'caste' rather than a 'class,' and political leaders and publicists thought of them as a 'race' rather than an 'ethnic group.'[1]

Dwight Oliver Wendell Holmes' doctoral dissertation[2] stands out among the limited number of studies of the history of black colleges in this country. He submits 1861 as the year of the tangible beginnings of higher educational institutions for Afro-Americans, although he admits that there were several previous attempts. As far back as 1849, Avery College in Pittsburgh, Pennsylvania, geared for instruction in various branches of natural sciences, was established. In 1851, Mrs. Myrtilla Miner established an academy for girls in Washington, D. C., and this college still functions today as the Teachers' Training College for the District of Columbia. Four years later, in 1855, what is now called Wilberforce University was planned and organized by the Cincinnati Conference of the Methodist Church for the training of Negro teachers and preachers.

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[1] Christopher Jencks and David Riesman, "The American Negro College," Harvard Educational Review, Vol. XXXVII, No. 1 (1967), p. 4.

[2] Dwight Oliver Wendell Holmes, The Evolution of the Negro College (New York: The Arno Press, 1969).

Several other institutions were organized after 1860. Among the most noteworthy were Lincoln University in 1866 and Howard University in 1867. Willard Range reports that in Georgia,

> The first definite step to meet the demand for education at a higher level than the normal school, and designed to prepare leaders for the Negro race was taken in 1867 by the founding of Atlanta University.[3]

Even though this University's doors were not opened until April, 1869, the title was still more of a hope than it was a reality because, like other such institutions, it began with the usual normal and preparatory grades, later grew into a college and subsequently expanded into a full university.

The grave need for some form of educational facilities for black Americans at that time is illustrated in the following statement: "By 1860, only twenty-eight Negroes had graduated from American Colleges."[4] But this need was intensified after the invasion of the South by the Union Army. The care of the thousands of blacks who had fled to the Army for protection created many social problems. Newly created philanthropic organizations failed to cope with these needs, and it became clear that the Federal Government should take steps to alleviate the problems. Thus, just prior to the end of the Civil War, Congress enacted the bill creating the Bureau of Refugees, Freedmen and Abandoned Lands.

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[3] Willard Range, The Rise and Progress of Negro Colleges in Georgia (Athens: The University of Georgia Press, 1951), p. 21.

[4] C. S. Johnson, The Negro College Graduate (Chapel Hill: The University of North Carolina Press, 1938).

This act passed the care of blacks into the hands of the Federal Government, and was historically significant as it coordinated the numerous relief programs, and offered official support to teachers of the benevolent societies in their attempt to create a complete school system for the freedmen.

By 1870 the Freedmen's Bureau had almost completed its assignment of supporting, encouraging and protecting the benevolent organizations which were promoting the education of freedmen. Subsequent to withdrawal, the Bureau passed over this educational responsibility to the churches, states and the blacks themselves. Jencks and Riesman indicate that with the help of the religious organizations, some two hundred private black colleges were established during the Reconstruction. They further emphasized the circumstance under which these institutions were founded and their dependence on the church.

> Like the pre-Civil War clergymen who had fanned out across the South and Midwest to found Protestant colleges, and like the Catholic Fathers and Sisters who were doing the same throughout the nineteenth century, the well-intentioned clerics who founded most of the private Negro colleges often had more courage and ambition than judgment or resources. Few of their colleges had adequate financial support, and virtually none had a steady supply of qualified applicants. Indeed, only about half the new institutions were still afloat in 1900, and only half of these had any college-level students. (Which is not to say that they did no useful work with their pre-college students.)
>
> Dozens of these colleges were established to train Negro clergymen--sometimes as missionaries to Africa. Almost all found it necessary to accept non-clerical students in order to survive, and this meant many became de facto teachers colleges. Yet church subventions remained financially important to many of these colleges long after they had become relatively inconsequential to white sectarian and ethnic institutions. Even today, 37 of the 49 surviving private Negro colleges, and 19 of the 21 private Negro junior colleges, are church-related.[5]

The highly significant role of religious and denominational organizations in the establishment of institutions for freedmen's education is reported in Appendix 1 of this study.

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[5] Jencks and Riesman, pp. 14-15.

II. SPEECH EDUCATION PROGRAMS IN BLACK COLLEGES

As was reported earlier in this chapter, the development of black colleges was for the specific purpose of providing opportunities for black students to gain an education beyond the elementary level. The nature of the educational experience offered to these students was determined by liberal white educators from the North who were willing to teach and supervise Negro education, particularly in the South. Edward Ware, an educator from Yale University summed up his objectives this way:

1. to develop individual Negro talent
2. to provide inspiration and leadership for Negro communities
3. to train teachers[6]

It must be noted that such educational goals were not culture-oriented to the black community. The thrust was toward educating students who would as closely as possible be educated like those attending the average white college. However, certain difficulties limited this effort. First, the students who were admitted to the black colleges were not as well prepared as those admitted to the white colleges. Second, the students at black colleges, because of their generally low economic standing, could not participate as fully in either curricular or extra-curricular activities as their counterparts in the white schools, because they were much more likely to be involved in some sort of work-study program. Third, the facilities at black campuses did not permit as full or as wide a program as offered on white campuses. Thus there were differences in both the kind and the amount of education, when black and white colleges of this early period are compared. But the differences which existed cannot be thought of as cultural differences. As we have noted before, what has often been termed a black college--especially prior to the 1880's--was really a "white college for black students' participation, like white students, in a society dominated by a WASP culture."[7]

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[6] Range, p. 21.

Many of the black students were engaged in a routine involving both study and labor. Stereotypically, they looked forward to Saturday afternoons for a change of pace. This was the day for best clothes and, once released for a Saturday afternoon of visiting in the towns, both male and female students would likely arrive at the same places visiting mutual friends. The pattern of student behavior was a fairly rigid one, in other words, leaving little time for organized extra-curricular activity on the one hand, and tied to a limited array of academic studies on the other. There was little in either the private or academic lives of students in the black colleges in their earliest half-century which fostered development of Speech Communication.

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[7] Henry Allen Bullock, "The Black College and the New Black Awareness," Daedalus, Vol. C, No. 3 (Summer, 1971), p. 574.

Further material on the development of, and curriculum at, the black colleges is available in Appendix 1 of this study.

Meanwhile at predominantly white universities, a portion of the students was actively engaged in literary societies, Saturday exhibitions and lectures on rhetoric. This practice apparently did not reach black colleges until the 1880's. But when it did, it reached and surpassed the extent of even the musical activities. Oratory and debate emanated from the new literary societies:

> Students roared and flung their arms with all the zeal of a parliamentary struggle. In Atlanta University the Ware Lyceum and the Phi Kappa Society battled for polemical supremacy. In 1880 the Atlanta Baptist Seminary organized the Ciceronian Lyceum. The Young Men's Literary Association rose primarily to rival it. At Morris Brown similar societies reared eloquent heads, one named Gaines and the other Florida Grant. Even at Gammon, ministerial students orated and debated over the theological, literary, and moral issues of the universe. At Georgia State Industrial College the 'Greeks' joined hands and tongues with the Philosophian Society for the lower branches, and Phi Kappa for the proud orators of the college department. Not to

be outdone, the girls organized the Phyllis Wheatley Lyceum to promote literary and physical culture pursuits.[8]

Throughout the black colleges, numerous other societies rose and fell, but Range further points out that the interest remained very high. At first the subjects were concerned mainly with history and race problems, later becoming much broader, as illustrated by some of the debate topics of the day:

1. Migration to Africa
2. The Pulpit versus the Bar
3. Columbus versus George Washington for Praise
4. Benedict Arnold versus Aaron Burr for Blame[9]
5. Women Suffrage
6. The Annexation of the Hawaiian Islands[10]

The crowning event of the year was during the commencement week. At the first commencement for Georgia State Industrial College in 1892, the main feature was a debate on the topic:

> Resolved: That in the present state of their development, the colored people need men with an industrial more so than men with a classical education.[11]

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[8] Range, p. 131.

[9] *Ibid.*, p. 132.

[10] *Ibid.*

[11] *Ibid.*

Other occasions favoring such public speaking opportunities were the celebrations on national holidays, and following the election of Republican Benjamin Harrison in 1888. Atlanta University had still a greater celebration. The Atlanta University Bulletin reported: "Boys dressed in plug hats and loud clothes exhausted themselves in the making of speeches, the waving of brooms and the beating of skillets."[12]

Dramatics, however, was not a part of this program until the twentieth century. Range adds:

> The theater, if not an invention of the devil, was an evil to be frowned upon in the early days. But what was once a sin, gradually ceased to be so, and the drama was taken in as cultural blessing. . . . In 1905, Atlanta Baptist College began a notable tradition of classical productions with Julius Caesar.[13]

Ever since then there seems to have been a steady increase in the productions of plays on black campuses. First these were extra-curricular, but later became a part of the classroom experience in the late twenties. Dr. Lillian Voorhees apparently had a strong influence in this direction.

Upon her arrival at Talladega College, Alabama, in 1928, there was only one speech course--a required public speaking course. Very shortly thereafter, courses were offered in dramatic production, dramatic interpretation and dramatic composition (play writing).[14] Other schools, such as Fisk, Dillard, and Howard, developed similar courses with the keen interest and involvement of both instructors and students. This general concern resulted in 1935 in the formation of the Southern (now National) Association of Dramatic and Speech Arts,[15] in order to promote an interest in the speech subjects in the college. Credit for being the guiding light in establishing the Association is given today to Dr. Randolph Edmonds, now retired.

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[12] Atlanta University Bulletin, December, 1888.

[13] Range, p. 133.

It must also be noted that growth in the theater area soon superseded that of Rhetoric and Public Address, and Drama courses and degrees outnumbered those for any other area of the Speech curriculum in subsequent years.

Beginning also at the turn of the century, black colleges developed a keen interest in standardization of their curricula. This concern was due to the need to have their work recognized by accrediting agencies, especially since graduates were meeting severe difficulties in gaining acceptance to schools of medicine. As a consequence, programs began to reflect to an even greater degree the influence of the predominantly white campuses.

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[14] Marcus H. Boulware, "Speech Training in the Negro College," The Journal of Negro Education, XVI (1947), 118.

[15] Annual conventions of this Association are held in the Spring on different college campuses. The emphasis is on Drama, with a minimal concern for Rhetoric, Public Address or General Communication. Membership is open, and attendance largely represents the faculty and students from the black college campuses.

Although there is only a limited number of materials available on the developing Speech Communication courses of the early 1900's, there seems to be enough of them to justify calling it a trend for speech courses to become a part of the standardization process referred to in the previous paragraph. Writing around 1900, Max Thrasher, who often visited Tuskegee Institute, wrote:

> The studies taken by members of the Senior class depend upon whether they elect to take the normal or trades' courses. In the former, the studies of the final year are psychology, rhetoric, English and American Classics, ethics and pedagogy.[16]

In 1907, the first course in Speech was offered at North Carolina A. and T. College, to be followed shortly thereafter by a similar course at Virginia State College. In addition, Virginia State provided a literary society for further development of speech-making. In 1920, Bluefield State Teachers College introduced Speech to its English curriculum. The description of its course reads:

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[16] Max Thrasher, Tuskegee (Boston: Small, Maynard and Co., 1900), p. 55.

> The general aim of the English course is to teach the pupil to study literature in its relation to life and history, as well as for its merit and aesthetic beauty; and to give him a fair degree of accuracy, ease and enjoyment in the expression of his ideas in speech and writing.[17]

New courses in Persuasion and Debate were added in 1940.

Wiley College joined the select group of colleges in 1924; Xavier College in New Orleans offered its first course in 1926; Tillotson and Alabama State Teachers College in 1930; while Lincoln University, Pennsylvania, Princess Anne College, Maryland, and Georgia State Industrial College all introduced Public Speaking courses to their curricula during the nineteen-thirties.

One description of course activities at Alabama State Teachers College was as follows:

> A. . . . Requiring the student to construct and deliver various types of speeches.
> B. Providing opportunities for students to take part in various interest activities as debating, radio plays, radio newscasting, storytelling, etc. In these activities, these aspects are considered
>   1. Basic ability as above
>   2. Effective gesturing, posture
>   3. Rapport with listeners
>   4. Effective interpretation
>   5. Correct grammatical form
>   6. Breathing control

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[17] Boulware, pp. 117-18.

C. Integrating speaking activities with other communicative forms, such as writing, reading and listening.[18]

Tennessee State University, formerly Tennessee A. and I. College, which boasts of having the oldest Department of Speech and Drama among the black colleges, offered its first Speech course, "Classics and Expression," in 1917, with the following course purpose: "to acquaint the student with a few of the best English and American Classics and to train the student to present himself creditably in public speaking."[19]

Around 1920, in the Tennessee State University English Department where this course was offered, other Speech and Drama courses were also taught by Miss Laura M. Averitta who later pioneered the movement for Little Theater for Negro Colleges, and organized the first dramatic club on that campus in 1921. Four years later additional Speech courses were offered and in 1939 a minor degree was added to the program with eighteen hours of Speech as the requirement. Obviously, it was a combination of Speech and Drama with course titles which included the following: Classics and Expression, Public Speaking,

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[18] Ibid.

[19] Jamye C. Williams, "Speech Education at Tennessee State University," The Speech Teacher, Vol. XIX, No. 2 (1970), p. 117.

Phonetics, Speech Correction, Community Theater, Playwriting and Stagecraft.

Then in 1943, Thomas E. Poag, the first black Ph.D. in Drama in the United States, was asked by the President of Tennessee State to organize a Speech Department prepared to offer a Bachelor's degree. This directive came because of the request of a student who wanted a degree in Drama and Theater in order to enter Yale. Dr. Poag, a Cornell University graduate, succeeded in establishing the Department, but with a combination of teachers who held degrees in English and in Art.

Thus, in 1947 when Marcus Boulware reported his study in The Quarterly Journal of Speech on "Speech Training in the Negro College," he stated:

> Up until 1940, there were no recognized departments of Speech in Negro Colleges. Today, Tennessee A. and I. College is the only Negro college offering a major and minor in Speech and Dramatic production.[20]

The purpose of Boulware's study was to determine the status of Speech training in the black colleges in 1947. At the time he wrote, he had been a college professor for nine years, had a background in Speech Education, and was concerned with the lack of opportunities for teaching Speech outside the usual extra-curricular activities in debating, speech contests and dramatic societies. He therefore sought to determine the wisdom of his pursuing further studies in Speech Communication by researching the programs at the 103 senior and junior black colleges in the United States.

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[20] Marcus H. Boulware, "Speech Training in Negro Colleges," The Quarterly Journal of Speech, Vol. XXXIII, No. 4 (December, 1947), p. 510.

Responses to his questionnaire were received from seventy-two institutions, along with sixty-one catalogues and twenty-five accompanying letters. In addition, he requested and received responses from a majority of the Schools of Theology organized on black campuses.

The summary of the responses was reported as follows:

1. Only one college has a Speech department with a recognized curriculum.
2. Two colleges offer a major in dramatic production, and four institutions gave minors in drama.
3. There is an increasing interest in the speech subjects, and each year more courses are added to the curricula.
4. Speech training is mainly offered by English departments whose staff has very little speech training, or none at all.
5. There are more qualified teachers of dramatic production than those who have specialized in speech. Most of the drama teachers have degrees from the Yale School of Drama.
6. On many occasions, colleges have been forced to discontinue the speech subjects when the teacher resigned to accept work elsewhere.
7. Two colleges reported that they had the services of a speech climic, but in the strictest sense

these have no facilities for treating severe cases of speech defects.[21]

Since 1947, the scope of Speech studies on black campuses has continued to broaden. Colleges with few course offerings have developed full programs and some colleges with only one course in 1947 have established full departments by now. Two examples will illustrate this growth.

Tennessee State A. and I. (now Tennessee State University) presently has a faculty of eleven--including two professors, one associate professor and two assistant professors. Eighty students are majoring in an area of Speech, Drama, or Speech Pathology and Audiology.

Tennessee State also offers a graduate program leading to the Master of Arts and Master of Science degrees in Speech and Drama. A total of forty-five quarter hours is required for the degree.

Howard University, on the other hand, is representative of colleges which in 1947 offered only one Speech course within the English Department. Until 1966 this sole course, entitled "Elements of Expression," was a part of the English sequence required of all undergraduates in the University, and was taught by an array of faculty, the majority of whom were teachers with degrees in English.

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[21] Ibid., p. 514.

There were, however, a few instructors trained in the field of Speech, but there was little leadership in the direction of a separate department. Meanwhile, due to the individual interest and perseverance of one of the associate deans of the Liberal Arts College, Dr. Charles G. Hurst, Jr., the Communications Research Center was established on campus for the study of black speech patterns and a clinic was opened on a part-time basis to help students and community members with speech and hearing disorders.

It must be noted that during this period, a strong Department of Drama and Theater was functioning in the School of Fine Arts, but there seemed to be no consideration whatsoever in this Department for adopting the fledgling programs in the English Department and at the Center.

However, due to the continued efforts of the Associate Dean who held a degree in Audiology, a separate Department of Speech under his chairmanship was organized in 1966 with nine faculty members. With more and more students requesting a Speech and Hearing major and with the facilities already available in the Speech and Hearing Center, it was decided to offer a major in that area and a minor in General Speech Arts.

Three years later, a Master's program in Speech and Hearing Science was instituted and a Bachelor's degree was offered in General Speech Arts.

As of 1971, the schools of the University have been reorganized to include a School of Communication. This School is comprised of the Departments of Speech (General Speech as well as Speech and Hearing Science), Journalism, and Broadcasting.

The Department of Speech has therefore shown significant growth over its six years of existence. Currently there are fifteen students pursuing the Master of Science degree and 150 students majoring in the undergraduate Speech programs, with a combined faculty of fifteen.

III. SUMMARY

Religious organizations and private citizens led the way in establishing schools for the education of black people in America. Following the Emancipation Proclamation, the Freedmen's Bureau assumed part of the responsibility and several other institutions were founded.

Initially, these schools, often called colleges, had two major handicaps: (1) the students were not prepared for college curricula, and therefore the programs were basically of elementary and secondary levels, and (2) student finances were limited, therefore students often worked long hours on the campus to meet expenses.

Thus it was not until the last part of the nineteenth century that students were able to emulate the extra-curricular forensic leagues and literary societies of the white campuses. These declamations and debates became very popular on campuses and seemingly paved the way for formal class offerings in Public Speaking in the nineties and continuing into the twentieth century.

Dramatic productions were frowned upon and considered "of the devil" until after the turn of the century. By the late twenties, however, Drama had become a legitimate part of the curriculum and its general interest led to the formation of the Southern (now National) Association of Dramatic and Speech Arts in 1935. This area of the curriculum has subsequently surpassed all others in the Speech program at black colleges.

However, Rhetoric and Public Address course offerings have significantly increased, and the basic course was available at many colleges by 1945, even though the instructors were usually not trained in the Speech field. Only one college, Tennessee A. and I., had a Speech Department in 1947, but twenty-five others have reached that status in subsequent years.

CHAPTER III

METHODOLOGY: COLLEGE SURVEY AND RESULTS

This chapter will report the primary research undertaken in this study. It will be divided into three major areas: (1) The Method, (2) The Development and Validation of the Questionnaire, and (3) The Results.

I. THE METHOD

As indicated in Chapter I, lists of black colleges were obtained from two organizations, The United Negro College Fund and Plans for Progress, both of which are involved in promoting and developing programs and facilities on campuses of black colleges. From these sources, the list of senior colleges was determined. This list appears in Table I.

It must be noted that because of genuine efforts at integration, the number of non-black students enrolled at some previously all-black colleges has greatly increased. For example, West Virginia State College had a 75 per cent white enrollment in 1959. In that same year 34 per cent of the commuter enrollment at Delaware State College was white, and approximately half of the student body at Lincoln University, Missouri, was also non-black.[1]

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[1] Jack Slater, "Is the Black Public College Dying?" Ebony, Vol. XXVII, No. 12 (October, 1972), p. 92.

TABLE I

LIST OF BLACK FOUR-YEAR COLLEGES AND UNIVERSITIES

College/University	Location
Alabama Agricultural and Mechanical College	Alabama
Alabama State College	Alabama
Albany State College	Georgia
Alcorn Agricultural and Mechanical College	Mississippi
Allen University	South Carolina
Arkansas Agricultural, Mechanical and Normal College	Arkansas
Arkansas Baptist College	Arkansas
Barber-Scotia College	North Carolina
Benedict College	South Carolina
Bennett College	North Carolina
Bethune-Cookman College	Florida
Bishop College	Texas
Bowie State College	Maryland
Central State University	Ohio
Cheyney State College	Pennsylvania
Claflin College	South Carolina
Clark College	Georgia
Coppin State College	Maryland
Delaware State College	Delaware
Dillard University	Louisiana
Edward Waters College	Florida
Elizabeth City State College	North Carolina
Fayetteville State College	North Carolina
Fisk University	Tennessee

TABLE I (continued)

College/University	Location
Florida Agricultural and Mechanical University	Florida
Florida Memorial College	Florida
Fort Valley State College, The	Georgia
Grambling College	Louisiana
Hampton Institute	Virginia
Howard University	Washington, D. C.
Huston-Tillotson College	Texas
Jackson State College	Mississippi
Jarvis Christian College	Texas
Johnson C. Smith University	North Carolina
Kentucky State College	Kentucky
Knoxville College	Tennessee
Lane College	Tennessee
Langston University	Oklahoma
LeMoyne-Owen College	Tennessee
Lincoln University	Missouri
Lincoln University	Pennsylvania
Livingstone College	North Carolina
Maryland State College	Maryland
Miles College	Alabama
Mississippi Industrial College	Mississippi
Mississippi Valley State College	Mississippi
Morehouse College	Georgia
Morgan State College	Maryland
Morris Brown College	Georgia
Morris College	South Carolina

TABLE I (continued)

College/University	Location
Norfolk State College	Virginia
North Carolina Agricultural and Technical State University	North Carolina
North Carolina College at Durham	North Carolina
Oakwood College	Alabama
Paine College	Georgia
Paul Quinn College	Texas
Philander Smith College	Arkansas
Prairie View Agricultural and Mechanical College	Texas
Rust College	Mississippi
Saint Augustine's College	North Carolina
Saint Paul's College	Virginia
Savannah State College	Georgia
Shaw University	North Carolina
Simmons University	Kentucky
South Carolina State College	South Carolina
Southern University and Agricultural and Mechanical College	Louisiana
Southern University in New Orleans	Louisiana
Spelman College	Georgia
Stillman College	Alabama
Talladega College	Alabama
Tennessee Agricultural and Industrial State University	Tennessee
Texas College	Texas
Texas Southern University	Texas
Tougaloo College	Mississippi
Tuskegee Institute	Alabama

TABLE I (continued)

College/University	Location
Virginia Seminary and College	Virginia
Virginia State College	Virginia
Virginia Union University	Virginia
Voorhees College	South Carolina
Wilberforce University	Ohio
Wiley College	Texas
Winston-Salem State College	North Carolina
Xavier University of Louisiana	Louisiana

In other words, this list must be considered to mean that at least 51 per cent of the enrollment in these schools was black in the Fall Term of 1971. There is a real possibility that even one year later one or two of these schools would no longer belong on such a list. The trend is for the black colleges to lose their black majorities.

II. THE QUESTIONNAIRE

The instrument used in this study to solicit information from each department was developed with the following guidelines in mind:

1. The updating of information reported in the Boulware study.
2. Determining areas of special concentration in Speech Communication educational programs, and the number of students represented in each.
3. Discovering the current status of course offerings in general, and specifically in areas for which the researcher proposed to submit recommendations.

The instrument was intended to gather quantifiable data which was specific, but not to be unduly long for the respondent. The three main divisions of the questionnaire were:

1. General information on the departments, including faculty and students.
2. The basic Speech course and the required courses for departmental majors.
3. Service courses with appeal to non-Speech majors as well.

Under general heading, Part 1., the questionnaire attempted to gather the sort of information reported in the 1947 Boulware study. The first question therefore was concerned with the existence of departments on the respective campuses. Because of the variety of departmental titles used around the country, the question included a second part.

> Question 1. Does your college have a Department of Speech Communication (Speech, Speech Arts, Communications, Communicative Arts, etc.)?
> If so, what is the official title?

Having determined the existence of departments, the second question was directed toward areas of emphasis within the departments. More specifically, the question sought to determine if they were degree-offering programs, and what were the major areas.

> Question 2A. Does your department offer a degree program in which a student may major or a program in which a student may minor?

Question 2B. Is it possible for a student to major in any of the following areas?

Radio and T. V. Broadcasting
Rhetoric and Public Address (General Speech)
Speech and Hearing Science
Drama and Theater
Other (Specify)

These four areas were chosen because they are commonly used divisions of Speech programs.[2] The fifth alternative, "Other," was included in order to provide opportunity for any different type of program to be included. Anticipated examples were: Urban Language and Communication, Communication Theory. From the answer to this question it can be determined what trends, if any, are developing or are being emphasized in Speech curricula at black colleges.

The next question in this division inquired concerning the number of students pursuing majors in the various areas of the department. This question was included specifically to give some indication as to the percentage of black college students currently pursuing degrees in the various areas of Speech Communication. However, the question was divided into two parts in order to separate the Speech Communication students from the Speech and Hearing Science students.

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[2] At the University of Maryland, for example, all four areas are represented under one general heading, The Department of Speech and Dramatic Arts. At Temple University, the Department of Speech includes Rhetoric and Communication as well as Speech and Hearing Science, and is a part of The College of Liberal Arts. Departments of Radio-Television-Film and of Theatre are in the School of Communication. In other words, although the areas of instruction are stably defined, the administrative framework is largely variable from campus to campus.

Question 3A. Approximately how many students are pursuing majors in Speech and Hearing Science?

Question 3B. Approximately how many students are pursuing Speech majors in areas other than Speech and Hearing Science?

The last question in this first section of the questionnaire sought to determine the number and the racial composition of the Speech faculty at the black colleges. This question also attempted to respond to the comment often made by some supporters of Black Education Programs concerning the overwhelming number of non-black instructors.

Question 4. What is the size of your departmental faculty?

Part-time
Full-time
Black
White

Under the general heading, Part II, of the questionnaire, questions were directed toward the thrust of the basic course and also concerning the courses offered in the department which were "required" for all Speech Communication majors.

The first of these questions dealt with the colleges which offer Speech in departments other than a Speech Department. The question would apply specifically, therefore, to colleges without Speech Departments.

> Question 5. If your college offers Speech courses in a department other than Speech, what are these courses and in what departments are they offered? (e.g. The Basic Speech course in the English Department)

The second question focused on the so-called basic course and the major emphasis chosen by the faculties at the respective institutions.

> Question 6. Is there a basic or first or fundamental Speech Course open for all students in the college?
> Is the course required or not?
> What is the major emphasis?
> ___ Communication Theory
> ___ Public Speaking

___ Drama and Theater
___ Voice and Diction
___ Vocabulary Building
___ Other (please specify)

The last question in this division of the instrument was intended to discover if the departments tend to require the same types of courses in the General Speech area. The secondary purpose of the question was thus to determine any developing trends.

Question 7. What Speech courses are required of all majors in the Department of Speech?

The third division, Part III, of the questionnaire inquired concerning the service courses of practical interest to students in other disciplines (e.g. Speech for Businessmen), or courses of general interest to the entire student population (e.g. Understanding Mass Media, or Rhetoric in Contemporary Society, or Debate and Argumentation). These would all be above the level of the first course. The first question requested information on speech improvement programs.

Question 8. Does your program provide for individual remedial speech or speech improvement?

The next question focused specifically on the area of mass media in course offerings. This question was included partially because of the researcher's concern for this area of course offerings.

> Question 9. What course(s) is taught dealing specifically with understanding the uses of and the influence factors in mass media?

The next question in the section on service courses was directed toward the area of Black Studies in Speech Communication Departments.

> Question 10. What courses are offered in your department which can appropriately be classified as Black Studies courses? (e.g. Black Rhetoric)

Another area of concern to the researcher was that of Linguistics. More and more college and university Speech Departments are apparently including a few courses in this area, and thus the question.

> Question 11. Are there linguistics courses offered in your department? If so, what are the titles?

The last question was directed toward the area of teacher-training. The black colleges and universities provide teachers for the elementary and high schools which are also predominantly black in enrollment. If the area of Speech is to be generally improved in the elementary and high school programs, then it becomes necessary to train teachers equipped with the personal skills and information to transmit to their students.

Question 12. What courses are offered in the Department of Speech specifically geared for teachers in training?
For Elementary Teachers:
For Secondary Teachers:
Or for both of the above:

Validation of the Questionnaire

Upon completion of the development of the questionnaire, copies were forwarded by mail to three department chairmen[3] in order to validate the effectiveness and clarity of the questions. All three chairmen responded and included comments or remarks with their replies. As a result, three changes were made in the format and the wording of the instrument. These three changes were recommended in order to clarify questions and to require the respondent to give a more specific answer.

The three questions before modification and the reason for changes are given below.

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[3] The chairmen chosen were at Howard University, Morgan State College and Federal City College.

Question 2. Does your department offer a major and a minor?

This was divided into two parts to include the areas in which a major degree was available.

Question 3. Approximately how many students are pursuing General Speech majors?

Because of the possibility of confusion with the term "General Speech," the question was divided into two parts, separating Speech and Hearing Science students from all other areas.

Question 5. What Speech training is offered in other departments?

This question was modified because of its ambiguity. It was possible for the chairman of a department to consider any oral exercises in classes to be a part of Speech training. This was not intended. The question was concerned with formal Speech courses offered in other departments.

These modifications are already reflected in the questions as discussed above, and as included in the Appendix.

Based on these three responses and the changes made in the instrument, it was determined that the questionnaire would be mailed to the respective department chairmen in the format indicated in Appendix 3.

III. THE RESULTS

As stated earlier in this chapter, copies of the questionnaire as well as covering letters were mailed to administrators of all eighty-three black four-year colleges in the United States, requesting answers to all the questions and a reply in the stamped, pre-addressed envelope. (See Appendix 4.) After a two-month wait, follow-up letters and copies were again mailed to chairmen from whom no replies had been received. (See Appendix 5.)

Following a further three-month waiting period, a third letter was mailed to each college which had not replied to either of the two previous letters. (See Appendix 6.) In each case, the third letter was addressed to another Speech Department faculty member whose name was taken from professional association directories and/or upon recommendation by associates. In some cases, two questionnaires were sent to the same college, with one directed to the Academic Dean and one to the faculty member.

In addition, telephone calls were made to all of the delinquent institutions urging faculty members to respond to the questionnaire. Only in three instances was the complete interview conducted by telephone.

Upon receipt of the answered questionnaires over a total nine-month period, summaries and totals were made in order to arrive at the data to be presented in this section of the chapter. These results represent the status of Speech programs during the year 1971 with the vast majority representing programs which were existing during the first half of the year. The colleges from whom no responses were received are listed in Appendix 7. According to the college catalogues, none of these schools has a major or minor program in Speech Communication. If the college does not prepare an annual catalogue, the non-existence of a major or minor was confirmed by a direct phone call to some college officer.

To summarize, a total of sixty-eight colleges or universities responded to the instrument. A telephone survey of the fifteen non-responding colleges confirmed that none has a Speech Department. Consequently, the sixty-eight colleges responding include all twenty-six of the black four-year colleges in America having departments which offer a major in the area of Speech Communication.

Part I

Question 1. Does your college have a Department of Speech? . . . If so, what is the official title?

Answer. Twenty-six of the sixty-eight colleges indicated that they had a Department of Speech. The official titles varied among the following:

- Department of Speech
- Department of Speech and Drama
- Department of Theater
- Department of Speech and Theater
- Department of Speech Communication
- Department of Speech Communication and Theater Arts
- Department of Dramatics and Speech
- Department of General Speech
- Department of Communication Arts

Since the purview of this study is Rhetoric and Speech Communication, separate Departments of Speech and Hearing were not considered.

Question 2. Does your department offer a degree program in which a student can major?
Or only a degree program in which a student can minor?
Or both?

Answer. A total of twenty-six colleges offer a major degree. With regard to areas of specialization, the break-down was as follows:

Radio and T. V. Broadcasting	5 colleges
Rhetoric and Public Address	11 colleges
Speech and Hearing Science	9 colleges
Drama and Theater	21 colleges

Table II indicates the colleges offering the majors. All of these degree programs, including the nine in Speech and Hearing Science, are offered in one or another of the twenty-six Departments listed in the response to Question 1, Part I. No degree program of any separate Department of Speech and Hearing Science is included.

TABLE II

COLLEGES OFFERING SPEECH MAJORS

Name	Degrees			
	Rad&TV	R&PA	Sp&HSci	D&Th
Albany State		x		x
Arkansas A.M.&N.		x		
Bethune-Cookman				x
Bishop		x		
Bowie				x
Dillard		x		x
Fisk				x
Florida A.&M.			x	x
Grambling	x		x	x
Hampton	x		x	x
Howard	x	x	x	x
Jackson State	x	x		x
Johnson C. Smith		x		
Kentucky State				x
Knoxville				x
Lincoln, Missouri		x	x	x
Mississippi Valley St.			x	x
Norfolk				x
N. C. A.&T. State U.				x
N. C. College at Durham			x	x
Shaw	x		x	
South Carolina State				x
Southern U., Baton Rouge		x		
Southern U., New Orleans				x
Tennessee State U.		x		x
Xavier		x	x	x

Question 3. Approximately how many students are pursuing majors in the department?

Answer.

A. The number of students majoring in Speech and Hearing Science was 573.

B. The number of students pursuing majors in the other areas totalled 727.

It must be noted again that some colleges have separate Departments of Speech and Hearing Science. Students in these Departments are not included in this survey.

Question 4. What is the size of your departmental faculty?

Answer. The responses to this question were somewhat inconclusive. Apparently three responses included the entire number of faculty teaching English and Speech courses, and not all chairmen chose to respond to the break-down of black and white instructors.

The returns indicate, however, approximately 195 faculty members, of whom 117 (60 per cent) were black, and of whom twenty-one (10.8 per cent) were part-time. It is possible, from these results, to assume that some of the part-time Speech instructors may have been full-time instructors in the same English Departments.

Part II

In this section of the questionnaire, attention was given to the basic and required courses.

Question 5. If your college offers Speech courses in a department other than Speech, what are these courses and in what departments are they offered?

Answer. The returns indicated that the vast majority of colleges not having a Speech Department offered at least one course in the English Department. Only three colleges did not offer a Speech course, namely: Barber-Scotia College, Bennett College, and Elizabeth City College--all in North Carolina.

Question 6. Is there a basic course and what is its major emphasis?

Answer. Thirty-eight colleges reported having a basic Speech course for all student registered in the college. However, the major emphasis in the courses varied widely as indicated below.

Emphasis on Communication Theory	19
Emphasis on Public Speaking	28
Emphasis on Drama and Theater	1
Emphasis on Voice and Diction	20
Emphasis on Vocabulary Building	7
Emphasis on Foundations of Speech	1
Emphasis on Oral Interpretation	1

It must be noted that in some instances, individual courses had more than one emphasis.

Question 7. What Speech courses are required of all majors in the Department of Speech?

Answer.

Fundamentals of Speech and Public Speaking	24 colleges
Speech Correction (Speech Science)	4 colleges
Voice and Diction	7 colleges
Oral Interpretation	8 colleges
Introduction to Debate	5 colleges
Classical and Modern Rhetoric	1 college
Forensics	1 college
Phonetics	4 colleges
General Semantics	1 college
Methods of Teaching Speech	1 college
Business and Professional Speech	1 college
Choral Speaking	1 college
Advanced Public Discussion	1 college
Advanced Public Speaking	2 colleges
Parliamentary Procedure	2 colleges
Elements of Acting	1 college
General Dramatics	1 college
Playwriting	1 college

Part III

The third division was directed toward service courses offered in the respective departments.

> Question 8. Does your program provide for individual remedial speech or speech improvement?
>
> Answer. Twenty-eight colleges answered affirmatively to this question.

Question 9. What course(s) is taught dealing specifically with understanding the uses of and the influence factors in mass media?

Answer. The responses to this question reflected an overall emphasis on radio and television production and broadcasting rather than an understanding of the process and the effects of mass media on the average citizen. The courses listed included the traditional titles such as:

Oral Interpretation
Radio and T. V. Production
Introduction to Broadcasting
Journalism
Radio Workshop
Audio-Visual Materials and Methods
Introduction to Mass Media

However, judging from the titles and brief descriptions submitted, only two seemed to be concerned with an understanding of media as "influence" and not solely "information" and "entertainment." These two courses were:

Propaganda and Propaganda Journalism
Media and the Black Community

Question 10. What courses are offered in your department which can appropriately be classified as Black Studies courses? (e.g. Black Rhetoric)

Answer.

1. Language of the Ghetto (1)
2. Afro-American Oratory or
   Black Rhetoric or
   Black Oratory or
   Rhetoric of Black Revolution (7)
3. Sociolinguistics and Black Language (2)
4. The Negro in the Theater (7)

Several other courses were listed, but these reflected Black Studies courses from English Language and Literature programs. Such answers included Black Literature, Black American Writers, and Negro History.

Question 11. Are there linguistics courses offered in your department? If so, what are the titles?

Answer. Nine colleges answered "yes" to the question but eleven others stated the course was available in other departments. The titles were the following:

1. Introduction to Linguistics
2. Descriptive Linguistics
3. Linguistic Principles
4. General Linguistics
5. American Dialects
6. Sociolinguistics
7. Psycholinguistics
8. Language of the Ghetto
9. History of the English Language
10. Modern Grammar
11. Applied Linguistics

Question 12. What courses are offered in the Department of Speech specifically for teachers in training?

Answer. The responses to this question were varied. They can best be reported in the following subdivisions:

A. Courses for Elementary Teachers:

Phonetics	3 colleges
Speech for the Classroom Teacher	7 colleges
Speech Activities for the Elementary Teacher	2 colleges
Observation and Practicum in Public School Speech Correction	1 college
Speaking in the Professions	1 college
Creative Dramatics	1 college
Voice and Diction	1 college
Children's Theater	1 college

B. Courses for Secondary Teachers:

Speech Methods for Secondary Teachers	2 colleges
Speaking in the Professions	1 college
Speech for Teachers	6 colleges
Voice and Articulation	1 college
Introduction to the Theory of Teaching Linguistics	1 college

Forensics for Secondary Teachers	1 college
General Dramatics	1 college

The total number of schools responding above was twenty-three.

IV. SUMMARY

This chapter has served (1) to show the development and validation of the questionnaire used in this study, and (2) to report the results concerning the status of speech programs at black colleges across the nation during the school year 1971-72. These results can be summarized thus: "poor, but striving." Sixty-eight colleges replied to the survey questionnaire, representing an 82 per cent response; but another survey of the bulletins of colleges not responding and telephone calls to each college indicated that there is no Speech Department at these remaining colleges.

Part I. Of the black colleges, twenty-six (31.3 per cent) had Departments of Speech. The breakdown shows the following:

Speech Communication (Rhetoric, Public Address, etc.)	11 colleges (13.2%)
Radio and Television Broadcasting	5 colleges (6.0%)
Drama and Theater	21 colleges (25.3%)
Speech and Hearing Science	9 colleges (10.8%)

It must be noted here that thirty-nine colleges not offering a degree offered at least one public speaking course, and some of these had drama and theater courses as well.

Another answer indicated that 727 students were pursuing degrees in Speech Communication. Considering the fact that over 160,000 students were attending these colleges, the Speech degree program accounts for .0045 of the total population. Forty per cent of the departmental faculty (195) was reported as being white. This percentage seems to reflect a past history of minimal recruitment and low numbers of black students in the field, thus necessitating non-black recruitment for teaching purposes.

Part II. With regard to course offerings, there is but one observed trend: all departments (except three) offer a basic speech course. The emphases vary widely, from public speaking to voice and diction, communication theory and vocabulary building. The courses thus represent varied philosophies and interests. Additional courses generally required for the degree were Voice and Diction and Oral Interpretation, both being required at seven colleges.

Part III. This section was directed toward service course offerings, that is, courses with special appeal to other departments of the college. The findings can be summarized as follows:

1. Twenty-eight colleges provide for individual speech improvement
2. Several courses are taught under the umbrella of Mass Media, and two courses, namely Prop-

aganda and Propaganda Journalism and Media and the Black Community, actually deal with the persuasive influences of the mass media.

3. Black Studies courses generally fall under the following heads:
    a. Language of the Ghetto
    b. Black Rhetoric (emphasis on Literature)
    c. Sociolinguistics
    d. Theater
4. Twenty colleges offer a linguistics course in either the English or Speech Department.
5. Fourteen colleges offer at least one course beyond the basic course designed to benefit elementary school teachers.
6. Twelve colleges offer at least one course beyond the basic course designed to benefit secondary school teachers.

CHAPTER IV

METHODOLOGY: PANEL SURVEYS AND RESULTS

One of the major objectives in pursuing this research project has been to make recommendations concerning courses that should be required of students majoring in Speech Communication on black college campuses. Along with careful analysis of the responses to the questionnaire, the researcher consulted with a panel of twelve Speech Communication experts for suggestions from which to make final recommendations in this study. This procedure will be reported in this chapter.

I. THE PANEL

Prior to preparing the final recommendations, the researcher prepared a list of distinguished officers and/or members of the Speech Communication Association. Each was chosen because he had previously distinguished himself in research and in Speech Education and enjoyed a high degree of academic prestige among his peers. Furthermore, this panel was chosen to represent a variety of Speech Communication interests, a broad geographical sample, both men and women, a wide range of ages, and an equal racial mix. From this list, twelve were chosen to form the panel, based entirely on their presence and availability for interviews while attending the Speech Communication Association annual convention in New Orleans, Louisiana, in 1970. The distinguished members and their credentials follow.

Carroll C. Arnold

Education: Ph.D. 1942, State University of Iowa

Present Position: Professor of Speech
Pennsylvania State University

Previously Taught at: University of Akron
Pennsylvania College for Women
Cornell University

Publications: _Handbook of Group Discussion_ (with Russell Wagner)
Speech as a Liberal Art (with John F. Wilson)
Speaker's Resource Book (with D. Ehninger and J. Gerber)

Contributor to: _History and Criticism of American Public Address_, Vol. III
Re-establishing the Speech Profession
Quarterly Journal of Speech
The Speech Teacher
Speech Monographs

Founder and Associate Editor of _Philosophy and Rhetoric_

Association Offices: Member, Executive Committee of Legislative Council, S. C. A.
Editorial Board, _Quarterly Journal of Speech_
Editor, _Speech Monographs_

Interest Areas: Rhetorical Theory, Rhetorical Criticism and Public Address

Donald Bryant

Education: Ph.D. 1937, Cornell University

Present Position: Professor of Speech
University of Iowa

Previously Taught at: New York State College for Teachers
Washington University (St. Louis)

Publications: *Papers in Rhetoric* (ed.), 1940
Edmund Burke and His Literary Friends, 1939
Fundamentals of Public Speaking (with K. R. Wallace), 1947, 1953, and 1960
Oral Communication (with K. R. Wallace), 1948, 1954, 1962
A Bibliographical Guide to Research in Speech and Dramatic Art (with S. L. Becker and Oscar Brockett), 1963

Contributor to: *Studies in Speech and Drama*
The Rhetorical Idiom
Select British Speeches
Quarterly Journal of Speech
Speech Monographs
Speech Teacher
Western Speech
Philological Quarterly
Journal of British History
Historical Studies of Rhetoric and Rhetoricians
The Relevance of Rhetoric

Association Offices: President, Speech Communication Association
Editor, *Quarterly Journal of Speech*

Interest Areas: Rhetorical Theory, Rhetorical Criticism

Frank E. X. Dance

Education: Ph.D. 1959, Northwestern University

Present Position: Professor of Speech Communication
University of Denver

Previously Taught at: University of Wisconsin, Milwaukee
Kansas State
Kennedy-King College, Chicago

Publications: *The Citizen Speaks*, 1962
Business and Professional Speech Communication (with P. Zelko), 1965.
Human Communication Theory, 1967
Perspectives on Communication (with Carl Larsen), 1969
Speech Communication: Concepts and Behavior (with Carl Larsen), 1972

Contributor to: *Quarterly Journal of Speech*
Speech Teacher
Western Speech
Today's Speech
Central States Speech Journal
Journal of Communication
Bulletin of Education
Preaching: A Journal of Homiletics

Association Offices: President, International Communication Association
Editor, *Journal of Communication*
Editor, *Speech Teacher*
Member, Legislative Council, S. C. A.

Interest Areas: Human Communication Theory, Adult Speech Education

Jack Daniel

Education: Ph.D. 1968, University of Pittsburgh

Present Position: Associate Professor of Speech and Chairman, Department of Black Community Education, Research and Development, University of Pittsburgh

Contributor to: *Quarterly Journal of Speech*
The Speech Teacher
Journal of Communication
Today's Speech
Journal of Black Studies
Black Lives
Crisis

Association Offices: Chairman, Committee on Social Relevance, Speech Communication Association
Principal Investigator, Developmental Project in Teaching and Research in Black Communication, Sponsored by the Speech Communication Association
Member, Executive Committee, Legislative Council, S. C. A.

Interest Areas: Communication Theory, Psycholinguistics, Public Address, Rhetorical Criticism, Ethnic Communication

Frank Hale

Education: Ph.D. 1955, Ohio State University

Present Position: Associate Dean of the Graduate School,
Ohio State University

Previously Taught at: President and Professor of Speech,
Oakwood College, Alabama
Central State University, Ohio

Publications: _Manual of Public Speaking_, 1963
Sunlight and Shadows, 1967
Cry for Freedom, 1970

Contributor to: _Quarterly Journal of Speech_
The Speech Teacher
Educational Horizons
Journal of Human Relations
Journal of Negro History
Improving College and University Teaching

Offices Held: Member, Board of Directors,
United Negro College Fund
Center for Negro Education
Regional Cooperative College Library Center

Interest Areas: Rhetorical Theory, Public Address, Speech
Correction and Pathology

Lucia Hawthorne

Education: Ph.D. 1971, Pennsylvania State University

Present Position: Chairman and Associate Professor,
Department of Speech and Drama,
Morgan State College, Baltimore

Contributor to: The Speech Teacher
Today's Speech

Association Offices: Chairman, Social Relevance Committee, S. C. A.
Chairman, Black Advisory Committee, S. C. A.

Interest Areas: Speech Education, Rhetorical Theory, Interpersonal Communication and Ethnic Communication

Grace Holt

Education: Ph.D. 1973, University of Chicago

Present Position: Professor, Department of Speech and Theater
Coordinator, Black Studies Program
University of Chicago, Illinois Circle

Previously Taught at: DePaul University and Northeastern University

Contributor to: *The Speech Teacher*
Florida Foreign Language Reporter
Research in Education, M.L.A.
Bulletin of National Association of Secondary School Principals
Starter Reading Series 101
Language Research Reports 106
Rapping and Styling (edited by Thomas Kochman)

Association Offices: Member, Legislative Council, S. C. A.
Chairman, S. C. A. Ad hoc committee on Language Development in Children

Interest Areas: Language and Reading, Linguistics and Language Development

Patrick Kennicott

Education: Ph.D. 1967, Florida State University

Present Position: Associate Executive Secretary for Research, Speech Communication Association

Previously Taught at: University of Maryland

Contributor to:
- *Quarterly Journal of Speech*
- *Speech Monographs*
- *Journal of Black Studies*
- *Southern Speech Journal*
- *Journal of Communication*
- *Today's Speech*

Association Offices: Member, Social Relevance Committee, S. C. A.
present position

Interest Areas: Public Address, Behavioral Science, Media
Rhetorical Criticism

Gerald R. Miller

Education: Ph.D., University of Iowa

Present Position: Professor and Director of Graduate Studies,
Department of Communication
Michigan State University

Previously Taught at: University of Iowa
University of Washington

Publications: *Perspectives on Argumentation* (with Thomas Nilsen)
Speech Communication: A Behavioral Approach
New Techniques of Persuasion (with Michael Burgoon)
Conceptual Frontiers in Speech Communication

Contributor to: *Quarterly Journal of Speech*
Speech Monographs
Speech Teacher
Western Speech
Central States Speech Journal
Southern Speech Communication Journal
Today's Speech
Philosophy and Rhetoric
Journal of Communication
Journal of Personality and Social Psychology
Journalism Quarterly
Audiovisual Communication Review

Association Offices: Member, Research Board, Administration
Committee and Legislative Council of
Speech Communication Association

Interest Areas: Persuasion, Interpersonal Communication,
Communication Theory, Research Methodology

Arthur Smith

Education: Ph.D. 1968, University of California, Los Angeles

Present Position: Director, Afroamerican Studies Center,
Chairman, Afroamerican Studies Department
Associate Professor of Speech,
University of California, Los Angeles

Previously Taught at: Purdue University

Publications: *Rhetoric of Black Revolution*, 1969
The Voice of Black Rhetoric, 1970
Language, Communication and Rhetoric, 1972
Transracial Communication, 1973

Contributor to: *Quarterly Journal of Speech*
Speech Monographs
The Speech Teacher
Today's Speech
Western Speech
Southern Speech Journal
Central States Speech Journal

Association Offices: Member, Legislative Council, S. C. A.
Member, Social Relevance Committee, S. C. A.

Interest Areas: Rhetorical Theory, Public Address, Ethnic Communication

Orlando Taylor

Education: Ph.D. 1966, University of Michigan

Present Position: Professor of Speech Communication, Federal City College, Washington, D. C

Previously Taught at: Indiana University and served as a Researcher at the Center for Applied Linguistics in Washington, D. C.

Publications: *Five Interrelated Studies to Increase the Effectiveness of English Language Instruction in Schools* (with A. Hayes)
Nine Black Writers in Communication (with Ronald Williams), 1973

Contributor to: *Speech Teacher*
Today's Speech
Journal of Speech and Hearing Research
Journal of Black Studies

Association Offices: Chairman, A. S. H. A. Committee on Communication Behavior and Problems in Urban Populations
Vice President, American Speech and Hearing Foundation

Interest Areas: Speech Pathology, Sociolinguistics, Language Development

Frederick Williams

Education: Ph.D. 1962, University of Southern California

Present Position: Professor and Director,
Center for Communication Research
School of Communication,
University of Texas, Austin

Previously Taught at: University of Wisconsin

Publications: *Reasoning with Statistics*, 1968
Language and Poverty (editor), 1970
Language and Speech, 1972
Normal Aspects of Speech, Hearing and Language (edited with F. Minifie and T. Hixon), 1973

Contributor to: *Speech Monographs*
The Speech Teacher
Central States Speech Journal
Journal of Communication
Journal of Speech and Hearing Research
Journal of Speech and Hearing Disorders
American Education Research Journal

Association Offices: Chairman, Research Board, S. C. A.
Member, Board of Directors, International Communication Association

Interest Areas: Language and Communication, Research Methodology

From the statements of credentials and qualifications listed on the previous twelve pages, it can be determined that the twelve panelists represent a highly qualified corps of faculty members with a wide area of interests and specialization within the Speech Communication field. All twelve have been awarded doctor of philosophy degrees, dating between 1937 and 1973. All twelve have contributed to professional journals, and eight have authored and/or edited textbooks in the field of Speech Communication.

In addition, all twelve panelists have held leadership positions in various professional organizations, including the Speech Communication Association, National Council of Teachers of English, International Communication Association, and the American Speech and Hearing Association.

In particular, the interest areas are considerably varied. The range of interests as stated by the panelists reflect the following breakdown.

Rhetorical Theory	5
Rhetorical Criticism	5
Public Address	5
Linguistics	4
Research Methods and Behavioral Science	4
Black Rhetoric	3
Language Development	2
Speech Education	2
Speech Pathology and Correction	2
Language and Communication	1
Language and Reading	1
Adult Speech Communication	1

Human Communication Theory	3	Persuasion	1
Mass Media	1	Interpersonal Communication	1

The panel is therefore not overloaded with respect to any majority of its members belonging to a particular interest group. On the contrary, their interests represent nearly the entire spectrum of interests in the Speech Communication field, thereby providing for a better sampling of responses and reactions to the questions to be posed to them. They bring to this task years of experience both as professors and researchers, and consequently their opinions can be considered both expert and representative of a cross-section of the national association.

II. THE SURVEY

The introductory interviews were conducted during the convention. During each interview, the member of the panel was requested to participate in the study by reacting to the final recommendations, and was briefed concerning the research in progress. When his approval was given, each was asked to respond immediately to the following questions posed by the researcher. The questions were:

IA. Do you think there should be required courses in the undergraduate speech program? If the answer was *yes*, the panelist was then asked:

B. What courses would you suggest as required courses in the Speech Department?

II. What innovations would you introduce if you were appointed the chairman of a new Speech Department?

III. If the college was black, would you modify your answer to question IB above? If so, how?

The responses of the panel during the interviews are summarized below.

IA. All twelve professors responded in the affirmative, although one was reluctant and suggested that rather than required courses, students should probably be advised to take courses "which would function to serve their individual needs and interests."

B. The list of courses suggested and the number of persons suggesting them are as follows:

1. Communication Theory (8)
2. Introduction to Human Communication (2)
3. Rhetorical Theory (3)
4. Introduction to Linguistics (2)
5. Group Discussion and/or Argumentation (1)
6. Oral Interpretation (1)
7. The Speaker and His Audience (One semester) (1)
8. Speech Fundamentals (The traditional basic course) (2)

9. Nature and Functions of Language--divided into series of three courses for a black college (1)
10. Socio-cultural linguistics (1)
11. Black Rhetoric (2)
12. Introduction to Communication Inquiry (Probably to include survey of experimental literature) (1)
13. Speech Science--to include physiology, acoustics, I.P.A., anatomy, etc. (2)
14. Survey of the field of Speech Communication (2)
15. Survey of rhetorical systems (Eastern, Western, African, etc.) (1)
16. Psycholinguistics (1)

Of the sixteen courses suggested by the panel, only seven were mentioned by two or more members. Closer observation, however, reveals that the courses are not mutually exclusive. In fact several of the courses seem to be inter-related and the total may be summarized as follows:

1. Communication Theory and Introduction to Human Communication (10)
2. Introduction to Linguistics, Nature and Functions of Language, Socio-cultural Linguistics, and Psycholinguistics (5)

3. Rhetorical Theory (3)
4. Black Rhetoric and Survey of Rhetorical Systems (3)
5. Fundamentals of Speech (2)
6. Speech Science (2)
7. Survey of the Field of Speech Communication (2)
8. Group Discussion and/or Argumentation (1)
9. Oral Interpretation (1)
10. The Speaker and Audience (1)
11. Introduction to Communication Inquiry (1)

One observation must be made concerning the courses recommended as they are grouped in the above list. Six of the headings apparently fall in the category of coursework emphasizing theory, while five fall in the category emphasizing skills.

The theory courses are:

Communication Theory (10)
Nature and Function of Language (5)
Rhetorical Theory (3)
Speech Science (2)
Survey of Field of Speech Communication (2)
Black Rhetoric (3)

The skills courses are:

Fundamentals of Speech (2)
Group Discussion (1)
Oral Interpretation (1)
The Speaker and His Audience (1)
Introduction to Communication Inquiry (1)

It is significant to note that the panel did not change their original list of courses when invited to adapt or change it to a black college setting. Despite claims for the greater use of the oral tradition among the black population, mainly because their control and the availability of the print medium was basically nil for three centuries in the United States, the panelists apparently did not assume that the main area of need was in the area of skills development. Instead, they indicated a need for course offerings emphasizing the application of principles to the experiences of the population involved. In other words, there was a greater felt need for theory courses than there was for skills courses, although approximately the same number of each kind of courses was suggested. It may be speculated that black public speakers have a greater influence in their communities than do white speakers in white communities, because black people tend to receive most information through oral channels. If this is truly the case, then one may anticipate a greater facility among blacks for sending and receiving oral messages. Consequently, the area of greater need may indeed be in the area of theory application with the objective of exposing the student to communicative theories, thereby providing a clearer understanding of the processes in which he is constantly engaged. Along with the theories, however, the panel as a whole apparently feels that there should be skill courses available to improve the students' performances and to provide opportunities for the application of theories learned in other courses. The recommendations to be made later will reflect this two-fold concern.

It is important to note that the first four general areas listed above are the ones most frequently suggested by the panelists. These theory areas therefore represent the areas of greatest concern as viewed by the panel, for consideration as required courses.

II. The innovations suggested by the panel were:

1. First course should be all communication theory with NO performance required. (1)
2. Drop all service courses intended to attract students in numbers from other departments. (1)
3. Offer no courses whatsoever. Each student would be assigned by a committee to spend X number of hours with particular instructors dependent upon student's needs and interests. (1)
4. Establish Speakers' Bureau to provide real-life experiences for students. (1)
5. Team-teaching absolutely essential in basic course and recommended for all the courses, where possible. (2)

6. Programmed instruction as much as possible. (2)
7. Speech tape library (2)
8. Multi-media approach to teaching. (1)
9. Interdisciplinary courses with other departments. (1)
10. At least half the time in basic fundamental course should be spent out of the classroom participating in or observing actual communicative situations. (1)
11. The whole program must reflect the serious needs of the community that the college serves. Find these out first and work toward satisfying these needs. (1)

These responses reflect a very wide range of innovative ideas, but with very little duplication. The suggestions do not lend themselves easily to combinations, and consequently must be accepted individually.

III. With regard to modifying their answers to question IB above, there was no significant shift. The extent of their answers indicated that the same courses should be made more relevant and applicable for the majority black population of students at the black college. In fact, five of the panelists made no modifications whatsoever. Three of the five who suggested a linguistics course in IA, emphasized a socio-linguistic approach to the course for black colleges with special consideration for Black English, prestige speech choices, urban language, etc. Beyond this, other members of the panel stressed the necessity for the course offerings to be made relevant and applicable to the experiences of the black student body.

III. SUMMARY

A panel of twelve experts, composed of members and/or officers of the Speech Communication Association was chosen primarily to react to the final recommendations of the study. Prior to doing so, however, each was interviewed while attending the Speech Communication Association convention in 1970. The panel represented a cross-section of interests, males and females, an equal number of blacks and whites, a broad geographical area of the United States, and a wide age group.

The three questions posed during the interview were concerned with required Speech courses and overall classroom innovations. The responses to the first question on suggestions for required courses yielded only four areas which were mentioned by three or more panelists. These were:

Communication Theory	(10 members)
Linguistics	(5)
Rhetorical Theory	(3)
Black Rhetoric	(3)

None of the eleven innovations given was sufficiently popular to be mentioned by any three of the panelists.

The answers to the third question did not significantly differ from those in question I. The members of the panel did not modify their earlier answers when asked if they would for a black college. The extent of their responses suggest a conscious effort in teaching to develop a sense of relevance and applicability of the materials to the students' lives and experiences, however.

CHAPTER V

RECOMMENDATIONS

This chapter will report the criteria, selection, description and justification of the five courses recommended as required courses for Departments of Speech Communication at black four-year colleges. The responses of the panel of experts to precis of course outlines for these courses will conclude the chapter.

In developing the questionnaire reported in Chapter III the researcher sought to discover any trends that were developing in the Speech curriculum offerings of the respective departments. In addition, because of the researcher's projected recommendations for certain course offerings, certain questions were asked in order to determine the present availability of these courses.

The results of this questionnaire were reported in Chapter III. If any general conclusion can be drawn from these results, however, it would be that black colleges do not offer a significantly different program from other colleges in America, but simultaneously, they differ among themselves in what they choose to adopt for their respective departments. In fact, of all the answers received, the only one representing a majority was concerned with the basic speech course--that is, sixty-five of the sixty-eight reporting did offer such a course.

No other question received an answer which was shared by more than 50 per cent of the colleges reporting.

I. CRITERIA AND SELECTION

There should be no question that black colleges must function to the benefit of the black communities they serve and in a larger sense, the American society as a whole. The historical development of these colleges as reported in Chapter II, showed that they have always attempted to replicate the programs and standards of other colleges, even though their very founding was a direct result of rejection of black students by the non-black colleges. Considering therefore the differences in historical background which have led to differences in educational opportunities, differences in sociological patterns, and differences in economic achievements within the American society, one would assume that the administration at black colleges should ensure that their curricula, including the Speech program, would demonstrate some peculiar concern for course offerings for black students. Historically, however, such has not been the case.

Dr. Daniel justified this concern in his six characteristics of a relevant college education, reported in Chapter I of this paper. Among other characteristics, he stressed that relevant education produces a sense of dignity and self-worth; in addition, it is functional, leading the (black) student to improve in some way the psycho-physiological, socio-economical, educational and political conditions of the black masses.

In applying these criteria to the speech programs, Daniel argued that relevant speech education for black students will therefore be functional because the black student would be better equipped to understand communication which will facilitate cultural revolution.

It is not intended here to recommend relevant courses which must be taught exclusively at black colleges. In fact, any course should be sufficiently instructive as to benefit students on any campus. However, it would not be feasible to recommend all the courses traditionally required in Speech Departments as well as the courses which will subsequently be recommended as relevant for the black college. Priorities will have to be considered and decisions made accordingly. For example, it is possible that a general survey course in American Public Address might well give way to the study of Black Rhetoric of America--a course which could prove more relevant and more functional to a black student body, and which might help such students develop an awareness of both intra-cultural and inter-cultural communication. It is important to note that the determining factor is thus one of relevance and function as opposed to ethnicity and tradition.

The second supporting factor in the selection of the courses to be recommended was the list of courses suggested by the panel of experts during the interview which was reported in Chapter IV. The four highest ranked suggestions, i.e. those made by three or more of the panelists, represented the courses most highly recommended as required courses. These were:

1. Communication Theory
2. Linguistics
3. Rhetorical Theory
4. Black Rhetoric

In the judgment of this researcher, all four courses, with some adaptation, can be classified as being relevant and functional, and will therefore be recommended.

The Communication Theory course is recommended as an introductory course to the Speech Communication Department under the title of Processes of Communication. It is recommended as a basic course and will thus be required for students majoring in any area of the Speech Communication Department. A rationale and list of course objectives will appear as part of the course descriptions in the next section of this chapter.

The next course, suggested under the heading of Linguistics is recommended under the title of The Nature and Function of Language. The relevance and function of such a study is obvious in terms of the debate among linguists and among college professors concerning the use of Black English. All black students in the field of communication need this exposure in order to determine what standards they will set for themselves and those for whom they are responsible.

Another course suggested as required by the panel was Rhetorical Theory. This researcher is combining this suggestion with another, Fundamentals of Speech (suggested by two panelists), to arrive at a course entitled Introduction to Rhetoric and Public Address. However, this recommendation is specifically for students within the Department whose major area of study is Rhetoric and Public Address or General Speech. For these students, such a course will first provide an introduction to the historical development of rhetorical theory and then address itself to training the student in the area of his personal speaking skill. Other students should be encouraged, but not required to take this course.

The fourth course, Black Rhetoric, was referred to earlier in this chapter. Like Introduction to Rhetoric and Public Address, this course is here recommended as a requirement only for majors in General Speech, while other students would be encouraged to take it.

One other course is added to the above list as a required course for all students in Speech Communication Departments. It includes some Rhetorical theory mainly in the area of Persuasion, but with particular and specific application to the field of Mass Media. As consumers of the continuous messages directed toward the black community in particular and the American society in general, black students need to recognize the full psychological, economical and political ramifications of the non-black control of the mass media. This course is a relevant facet of speech education, preparing the student to deal with biased reporting, non-supported argumentation and advertising, negative concepts of his history and community and the dynamics of so-called ethnic programming. Consequently, the training will prove functional in the students' everyday exposure to and use of persuasive communication.

The course is not intended to train students in the use of hardware of the media, nor in production and programming of mass media messages. On the contrary, they are to be educated in understanding the medium as the message and the covert influence that the media exerts on all consumers.

II. DESCRIPTION OF RECOMMENDED COURSES

In terms therefore of the above stated criteria, and in keeping with the practice of requiring successful completion of particular courses in Speech Communication programs, it is recommended that the following courses be required of students majoring in any area of Speech Communication at a black college:

I. Processes of Communication
II. Persuasion and the Mass Media
III. The Nature and Function of Language (An introduction to Linguistics)

In addition, if the student's major area of study is Rhetoric and Public Address or General Speech within the Speech Communication Department, two additional required courses are recommended:

IV. Introduction to Rhetoric and Public Address
V. Black Rhetoric in America

A course description for each of these courses follows:

I. Course Title: Processes of Communication

An introductory course in communication theory and practice derived from the study of communicative processes in several areas, namely: intrapersonal, interpersonal, small group, public speaking and mass media.

Rationale: Every student entering the field of Communication needs a base upon which to build the wealth of information theory and skills techniques to which he will be exposed. He stands in need therefore of an introduction to the process of communication which underlies all kinds of communicative activities, and it is in this course that this foundation should be laid. Also, because we are a communication-oriented society, the student must be aware of the communication process which permeates his daily affairs, by exposing him to various cognate and affective factors influencing communicative behavior. This course as recommended, is the first course that should be required of all majors.

Objectives:

1. That the student be able to explain the notion of process as it applies to communication.
2. That the student be able to reproduce the basic elements of at least three models presented during the course.

3. That the student becomes capable of presenting his own model of communication.
4. That the student can define several channels of non-verbal communication and can provide examples of each.
5. That the student feels greater freedom or easiness in participating in communicative activities in the classroom situation toward the end of the course than he did at the beginning.

Recommended Texts:

John R. Wenburg and William W. Wilmot, The Personal Communication Process (New York: John Wiley and Sons, Inc., 1972).

Required Readings from:
Joseph A. DeVito (ed.), Communication: Concepts and Processes (New Jersey: Prentice-Hall, Inc., 1971).

Resource Texts:

David K. Berlo, The Process of Communication (New York: Holt, Rinehart and Winston, 1960).

William D. Brooks, Speech Communication (Dubuque: Wm. C. Brown, 1971).

Frank E. X. Dance, Human Communication Theory (New York: Holt, Rinehart and Winston, 1967).

Claude Shannon and Warren Weaver, The Mathematical Theory of Communication (Urbana, 1948).

II. Course Title: Persuasion and the Mass Media

A study of the bases of persuasion including recent experimental developments in persuasion, with emphasis on the use of mass media to influence the society at large.

Rationale: Every member of society is a consumer, and is therefore liable to respond to any of a thousand messages to which he is exposed daily. These messages, overtly and covertly, consciously and subconsciously, attempt to influence his beliefs, attitudes and behavior. Consequently, he needs to be alert to and aware of the channels of persuasion, especially as they are communicated through mass media. In addition, each citizen has opportunity to influence another's beliefs, attitudes and behavior and should therefore be aware of the possible methods of appeal from which he may choose his strategy. Both individually and collectively, the black community is constantly bombarded by persuasive messages through the media, and there seems to be an absolute need for greater sophistication among leaders and laity if a sense of community and of identity is to remain a viable part of the black perspective.

Objectives:

1. That the student be able to provide a working definition for "persuasion."

2. That the student be able to define "mass media" and provide examples and persuasive influence other than advertisements and commercials.
3. That the student, with the instructor's approval, select a problem involving the persuasive process: research it, prepare a report, and present it both orally and in writing to the class.
4. That the student recognize the kinds of motive appeals which influence him and be sensitive to the forms in which they are likely to appear.
5. That the student can summarize and analyze research studies in the field of communication, and suggest sources for such reports.

Recommended Texts:

K. E. Anderson, Persuasive Theory and Practice (Boston: Allyn and Bacon, Inc., 1971).

Ann C. Heintz, Persuasion (Chicago: Loyola University Press, 1970).

Resource Texts:

Erik Barnouw, The Image Empire (New York: Oxford University Press, 1970).

E. Berscheid and E. H. Walsten, Interpersonal Attraction (Reading, Massachusetts: Addison-Wesley Publishing Co., 1969).

W. L. Brembeck and W. S. Howell, *Persuasion: A Means of Social Control* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961).

Robert McNeil, *The People Machine* (New York: Harper and Row, 1968).

P. Zimbardo and E. Ebbsen, *Influencing Attitudes and Changing Behavior* (Reading, Massachusetts: Addison-Wesley Publishing Co., 1970).

III. Course Title: The Nature and Function of Language

This course is an introduction to linguistics, psycholinguistics and sociolinguistics. Emphasis will be placed upon linguistic description, language acquisition, sociolinguistics or the sociology of language and the history and nature of Black English.

Rationale: The debate continues in academic programs concerning the rightness or wrongness of Black English. Many students, and probably faculty members as well, are yet undecided as to the feasibility of allowing its use in classrooms and its value as a language outside the classroom. The course seeks to put this subject in a clear perspective by first discussing the nature and function of universal languages, then language development, proceeding to linguistics and sociolinguistics and finally a study of Black English as it relates to the above topics of the course. In this manner, Black English is viewed as a model for the study of cultural linguistic differences, as a legitimate code for message communication and as providing another choice for the speaker in a communicative situation.

Objectives:

1. That the student be able to define such terms

as linguistics, sociolinguistics and psycholinguistics.

2. That the student be able to describe the process of language development, and the influence of external stimuli upon the individual.
3. That the student be able to identify the difference between language variations, such as regional differences, urban-rural differences, ethnic-racial differences.
4. That the student be able to demonstrate the correct usage of vocabulary relevant to language study--such terms as dialect, sociolect, jargon, slang, speech defects and disorders.
5. That the student be able to provide examples of languages in conflict and language maintnance.
6. That the student can trace, under test conditions, the historical influences leading to the language of African slaves in the United States, the functional use of that language, the oral tradition of an English vocabulary within an African grammatical, semantic and intonational matrix, and its modern forms and uses today.
7. That the student can support a viewpoint concerning implications for Black English maintenance today in such areas as education, bus-

iness counselling, mass media and urban communication.

Recommended Texts:

Alfred Aarons, Barbara Gordon and William Stewart (eds.), "Linguistic Cultural Differences and American Education," *Florida Foreign Language Reporter*, Vol. VII, No. 1 (Spring/Summer, 1969).

J. L. Dillard, *Black English: History and Usage in the United States* (New York: Random House, 1972).

John J. Gumperz and Dell Hynes (eds.), "The Ethnography of Communication," Special publication of *American Anthropologist*, Vol. LXVI, No. 6 (December, 1964).

IV. Course Title: Introduction to Rhetoric and Public Address

An introduction to the rhetorical tradition (400 B.C. to the present) as well as a study of oral communication principles to include public speaking, listening and group dynamics. Emphasis will be given to the application of principles for preparing and delivering different types of oral discourse. Visits to and participation in real-life situations will be required. These will include both the Speakers' bureau, and forensic tournaments.

Rationale: A historical account of the development of Rhetoric and Public Address would be the first unit of the course. Thereafter, the course would constitute lectures, instructing the student in basic principles for successfully participating in communicative acts in which he will be involved, and providing opportunities to practice same. In this way contemporary practice can be seen and understood in the light of its development and its culturally inherent traditions.

Objectives:

1. That the student will be able to trace in outline form the development of rhetoric from the Greeks to the present.
2. That the student will be able to define, explain, and apply some of the basic principles

of oral communication with particular emphasis on public speaking.

3. That the student will be able to identify the major divisions in a speech and can demonstrate these in a presentation of his own.
4. That the student be able to recognize some of the common fallacies in reasoning.
5. That the student become sensitive to unethical methods of persuasion, and be able to identify them.
6. That the student, through opportunities for practice, will develop the ability to deliver an extemporaneous speech, researched, outlined and prepared by himself, in order to demonstrate principles of organization, style, delivery, introduction and conclusion.
7. That the student will be able to justify his role as a listener and be able to define and explain factors for the improvement of listening skills.
8. That the student demonstrate awareness of his responsibilities as a participant in a small group discussion.
9. That the student attend and participate in, or criticize a participant in, a real-life public speaking situation.

Recommended Text:

James C. McCroskey, An Introduction to Rhetorical Communication: The Theory and Practice of Public Speaking (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968).

Resource Texts:

Raymond S. Ross, Speech Communication: Fundamentals and Practice (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965).

Wayne Shrope, Speaking and Listening: A Contemporary Approach (New York: Harcourt, Brace and World, Inc., 1970).

V. Course Title: Black Rhetoric in America

The phenomenon of black protest, the inevitable concomitant of discrimination of black people, has been apparent in every period of American history and in nearly every sector of the society. In fact, the American "black revolution," although at times a literary movement and occasionally insurrectionary, has largely taken the form of a persuasive crusade utilizing the medium of public address as its primary means of communication. This will be the major area of concern in this course.

Rationale: Traditionally in Public Address courses, Black Rhetoric is notable for its exclusion except for fleeting consideration of Booker T. Washington and Martin Luther King. All students, and particularly black students, should be exposed to the rich heritage that black Americans have contributed to American Public Address, and to persuasive campaigns as a whole. In turn, the student will gain a better understanding of both intra-racial and inter-racial communication in the American society.

Objectives:

1. That the student be able to explain the environmental conditions which have made a black rhetoric necessary.

2. That the student be able to identity leading past and present Afro-American rhetoricians and their contributions.
3. That the student perform satisfactorily in a rhetorically critical analysis of a speech by a black American.
4. That the student becomes more personally sensitive to differences in intra-racial and inter-racial communication as found in the rhetoric of black rhetoricians, and able to discuss his own growing sensitivity and index it.

Recommended Texts:

James Golden and R. D. Rieke, The Rhetoric of Black Americans (Ohio: Merrill Publishing Co., 1971).

Arthur L. Smith, Rhetoric of Black Revolution (Boston: Allyn and Bacon, Inc., 1969).

Resource Texts:

Autobiography of Malcolm X (New York: Grove Press, 1965).

Francis Broderick and August Meier, Negro Protest Thought in the Twentieth Century (Indianapolis: Bobbs-Merrill, 1965).

Stokely Carmichael and Charles Hamilton, Black Power (New York: Vintage Books, 1964).

Louis Lomax, The Negro Revolt (New York: Harper and Row, 1967).

Benjamin Quarles, The Negro in the Making of America (New York: Collier Books, 1964).

Two bibliographies on Black Rhetoric in America are available upon request from the national office of the Speech Communication Association in New York. The authors are:

Dr. Roger Hite of the University of Oregon, 1968.

Dr. Patrick Kennicott of the University of Maryland, 1970.

III. JUSTIFICATION

These five courses represent the courses which students should be required to complete within their major area of Speech Communication. They are recommended not only because they constitute a body of knowledge to which every black communicator should be exposed, but also because they simultaneously function as service courses for students in other disciplines who need them as well.

The first three courses would probably prove to be in demand by students from several areas, and with some effort, it is possible that some other departments can be persuaded to require or recommend to their students that these courses be taken.[1] Specifically, the English and Education Departments could be advised of the Nature and Function of Language course; Business Departments could be told about the Persuasion course; History and Social Science Departments may be attracted to the Rhetoric of Black America course, and, in addition, all courses would be open as general electives for any student to take.

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[1] Federal City College now has no Speech course requirement for the entire college, but four departments now require their majors to complete either Processes of Communication or Public Speaking, and two departments require a second course, Persuasion and the Mass Media or Advanced Public Speaking.

In the judgment of the researcher, these courses adequately meet the criteria outlined earlier in this chapter. All five courses are designed to meet the needs of students who, although accustomed to the oral medium of communication, can now be exposed to some of the theory behind the skill. Simultaneously, they can be provided with an opportunity in the Introduction to Rhetoric and Public Address course to practice and to improve whatever performance skills they previously possessed.

The courses are therefore functional, explaining to the student both how he is influenced as a consumer of interpersonal and mass communication, and how he can use the same principles to achieve predetermined goals. In this way, he can assist in almost any communicative act in the community, whether it is public address, confrontation, negotiation or discussion, because he has been exposed to the basic theories involved in such acts. Thus he functions as a trained communicator, or spokesman for--and leader of--others who need his expertise for facilitating change and cultural revolution within their communities. Such a group leader may well make decisions affecting the socio-economical, educational and political conditions of the black masses, as well as gain the personal satisfaction of contributing to the good of his community.

There is an additional justification for the selection of these courses where the matter of self-concept is concerned. Black students have often complained of the irrelevancy of course offerings, but these courses do not fall into this category. On the contrary, they are particularly concerned with all people in their everyday situations and specifically black people in their struggle for upward mobility in American society. The Processes of Communication course presents the basic principles of communicative acts and brings the student to a recognition of his verbal and non-verbal behavior, its implications, and the ways his messages may be perceived by his auditors.

Persuasion and the Mass Media and The Nature and Function of Language courses have obvious socio-economical implications. The former course may well determine much of the student's future economic behavior and his readiness to accept media persuasion, while the second course should assist the student in making an intelligent decision concerning his subsequent linguistic behavior and language choices. His concept of himself as an informed citizen, and as one making decisions concerning his own destiny will thus be improved.

Similarly, the Rhetoric of Black America course will provide historical documentation for strategies employed by black speakers in the United States over the last three hundred years. The student will begin to discover and appreciate his heritage in Speech Communication, and to recognize that through various forms of oral communication, many social conflicts have been resolved.

These courses will not be the only courses taken by the student in his major area of Speech Communication. There will be ample provision for him to register in other skills courses such as Discussion and Conference Techniques, Debate, Advanced Public Speaking, etc. These recommendations do not attempt to minimize the importance of such courses, but rather the recommendations place the emphasis of required courses on the theory areas and leave the student the opportunity to elect the other skills courses that he chooses.

One other point must be noted. College administrators sometimes question the expenditures of Speech Communication Departments with low overall enrollments. It is anticipated that the courses recommended above will attract students in such numbers as to make the per student expenditure considerably lower and thus provide further justification for the continuation and development of the department. Further research might be undertaken designed to explore student attitudes toward the relevancy and importance of such coursework.

IV. PANEL RESPONSES TO THE RECOMMENDATIONS

Upon completion of the recommendations, covering letters were prepared to be mailed to each member of the panel of experts (See Appendix 8). Enclosures with the letter were:

1. A summary of responses to the interviews held during the Speech Communication Association convention (See Appendix 9).
2. A list of the recommendations with a brief course description and space provided for the reactions and comments of the members of the panel (See Appendix 10).

The responses from each panelist to each question are reported below:[2]

Course I: Processes of Communication

- A. Very good
- B. Good idea
- C. Not necessary
- D. Approve very strongly
- E. Excellent
- F. O. K.
- G. Very good. Should be followed by Introduction to Rhetoric and Public Address.

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[2] The responses are not listed in alphabetical order of names as appears on earlier pages, since the panelists cooperated on the grounds of a collective panel report of the responses.

H. Excellent recommendation. You might combine this course with Persuasion and the Mass Media and make Parts I and II.

I. Yes, but include black communication model.

J. Yes, but should include some performance.

K. Good Idea

L. Good, but include some speaking, thus providing laboratory experience.

Course II: Persuasion and the Mass Media

A. Yes, but not as an introductory course. It is better suited as an advanced course.

B. Very helpful.

C. Yes

D. Excellent

E. Excellent Recommendation

F. Absolutely necessary. Most important of all the recommendations.

G. Very necessary

H. Excellent

I. No. Course needs much more breadth.

J. O. K.

K. Good. Selection and emphasis good.

L. Good idea

Course III: The Nature and Function of Language

A. Very high priority

B. Very good. Necessary course.

C. Yes

D. Definitely needed

E. Excellent

F. Excellent. Should be the first course required.

G. Very important. It would add sense of identity and pride to the students' experience.

H. Excellent. There is need for the student to understand sociological effects on language.

I. Yes. Include other language systems, even computers.

J. O. K.

K. I approve, but include relationship to other languages.

L. Eminently sensible.

Course IV: Rhetoric and Public Address

A. Low Priority

B. O. K.

C. Yes

D. Agreed, but stress group processes and problem-solving.

E. Good, but include lots of practice along with theory.

F. Very exciting. I like the internship idea.

G. Good. Very much needed

H. A practical approach. Good.

I. No.

J. Yes

K. Very good approach

L. Approved, but I suggest no discussions. Stay with public speaking.

Course V: Black Rhetoric in America

A. High Priority

B. Very Good

C. Yes

D. Yes, needed.

E. Very Good

F. Necessary

G. Amen. A real need for every college.

H. Excellent. Essential to the program.

I. Yes, and include other non-white rhetoric.

J. Yes

K. Proper and important

L. Good. A good starting point for Rhetoric as a whole.

The responses from the panel indicate a general approval of the five courses recommended as required Speech Communication courses. In the Processes of Communication course, only one panelist objected to the proposal and described it as "not necessary." Only one expressed reservations concerning the Persuasion and Mass Media course, and suggested a greater breadth for the content. The third course on The Nature and Function of Language and the fifth course, Black Rhetoric in America, were enthusiastically and unanimously approved by the panel, while Introduction to Rhetoric and Public Address received a low priority from one and an outright rejection from another.

These results indicate no significant differences in responses from the panel of experts when compared by regional locations, by race, by age classification, or by interest in specialized areas of Speech Communication. There seems to be a general consensus that these courses represent the core of the courses suggested by the panelists during the interview.

V. SUMMARY

From the responses of the panel reported in Chapter IV, and the researcher's ideas, five courses were recommended as required Speech Communication courses at black colleges. The three suggested for all Speech Communication majors were:

I. Processes of Communication
II. Persuasion and the Mass Media
III. The Nature and Function of Language

The following two courses were recommended, in addition, for students majoring in the area of Rhetoric and Public Address:

I. Introduction to Rhetoric and Public Address

II. Black Rhetoric in America

The panel of experts highly approved the recommendations as listed. Of the sixty responses (five recommendations with twelve responses each), only three were negative and two were somewhat of "low priority" approval. It would thus appear that administrators and department chairmen should give serious consideration to the adoption of the same or similar recommendations.

CHAPTER VI

CONCLUSIONS, LIMITATIONS AND IMPLICATIONS

I. CONCLUSIONS

The results of this investigation reported in Chapters II and III of the study suggest certain general conclusions concerning the status of Speech Education in black colleges.

1. Speech Departments have not been among the first to be established at black universities and colleges. Most colleges were established in the second half of the nineteenth century, with extra-curricular speech activities not being started on these campuses until the 1880's and 1890's. From this beginning, the first speech courses were added to the program in the mid-nineties, and continued to be added at different colleges during the first two decades of the twentieth century.
2. The field of drama and theater was rejected as being evil until the turn of the century. Dr. Lillian Voorhees and Dr. S. Randolph Edwards are credited with leading roles in developing programs in theater which subsequently surpassed the offerings in all other areas of Speech Communication. At the present

time, twenty-one colleges offer a major in this area and nearly all colleges have theatrical organizations for their theatrical productions. Out of this interest has grown The National Association for Dramatic and Speech Arts.

3. After the introduction of the basic course, almost all subsequent development has been the result of the personal interest of one or more instructors. The emphases in the course offerings were therefore dependent upon the training of the individual instructor, with the subsequent result that often when the Speech teacher left, all speech offerings were abandoned until another instructor could be found.

4. Excluding Speech Science students, only 727 students are majoring in the Speech program at all colleges. It would seem safe to assume that recruitment of Speech majors is minimal, if there is any at all, and that the programs as they are presently constituted do not attract contemporary black youth. It is possible, too, that the low number of black, trained personnel in Speech Communication is restricting the expansion of programs needed on most campuses. Black professors therefore have a responsibility to encourage black students on white or black campuses to study in this area, where a dire need continues to exist.

5. The present speech offerings are extremely limited, both in service courses and advanced courses. Only twenty-eight of the eighty-three colleges have facilities for speech improvement programs; only two offer courses in Persuasion and Mass Media.
6. Even courses in Black Rhetoric and Linguistics are extremely limited on black campuses. Only seven institutions offer the former and twenty offer the latter course.
7. A panel of experts, all distinguished members of the Speech Communication Association, was consulted concerning areas of Communication that they would suggest as required courses. Of the sixteen suggestions, the following were recommended most often by the members of the panel:

   Communication Theory
   Introduction to Linguistics
   Rhetorical Theory
   Black Rhetoric

   With regard to the area of innovative teaching, only three suggestions were duplicated, namely:

   Team Teaching
   Programmed Instruction
   Speech-tape Library
8. The twelve member panel, all of whom agreed that required courses are still necessary in the major degree

programs, endorsed five courses recommended by this researcher as required courses. The overwhelming degree of acceptance by the panel suggests that the five courses specifically recommended for black colleges may possess universal appeal, thereby justifying consideration of the same or similar courses for non-black colleges as well. These courses were:

1. Processes of Communication
2. Persuasion and the Mass Media
3. The Nature and Function of Language
4. Introduction to Rhetoric and Public Address
5. Black Rhetoric of America

9. The overall status of Speech as an academic discipline in the black colleges is considerably better today than that reported by the Boulware study in 1947. However, considering the growth and development of all areas within the Speech Communication field, and the opportunities for careers and community service after one is trained in any of the areas, administrators need to dedicate more time, interest and financial support to speech education in American black colleges.

II. LIMITATIONS OF THE STUDY

One of the goals of this study was to gather information concerning the programs at all black four-year colleges. In so doing it was anticipated that the summary and conclusions would represent 100 per cent of these colleges. Only sixty-eight of the eighty-three colleges (82 per cent) responded, thereby limiting the extent of the reported results. However, a perusal of ten catalogues from colleges not reporting and telephone calls to all fifteen indicated that there was no Speech Departments at these colleges, so that general conclusions derived from data submitted by these sixty-eight colleges adequately represents the status of all eighty-three black colleges in the United States.

This survey study did not attempt to answer all the questions that might be posed concerning Speech programs at black colleges. In its scope of updating the Boulware study by twenty-five years, and proposing courses for consideration as required courses, this research was not directed toward certain areas of concern for educators. Among these would be questions such as the following:

1. In what year was each Speech Department started? Such information would make it possible to plot the development of the Speech Departments. The major concern of this study was not historical, but such a study clearly could and should be made.
2. What is the size of the Speech faculty, full-time and part-time? Where did the Speech faculty members receive their undergraduate and graduate training?

Answers to these questions would indicate both the pattern of staffing and the qualifications of the faculty, as well as identifying the institutions which train most Speech faculty members now teaching in black colleges. A detailed analysis of staff was not a part of this study.

3. What extra-curricular activities are sponsored by the department? (for example, Debate, Speakers' Bureau, Individual Events Tournaments) Such an analysis could be both descriptive and historical.
4. Does the college offer any graduate work in Speech Communication? If so, in what areas? If such programs exist, they merit careful analysis.
5. What recruitment efforts are made by the departments to attract students as majors? In view of "minority" group agitation for greater representation in academia generally, such a study would have clear political and pragmatic implications.

Another area of possible research would be a content analysis of courses as taught at a group of black colleges, as compared with similar courses taught at neighboring white or integrated colleges. Such a study would provide an immediate comparison of course offerings.

Two further observations from this study must be made. First, some respondents did not choose to supply information on the race of faculty members. Subsequent researchers are encouraged to submit the same question because of its importance to education at black institutions. Recent research at Western Michigan University[1] has revealed that a larger proportion of white students chose teachers as role-models than did black children, in a school system where 94 per cent of the teachers were white. At the same time, variations in students' sex, age and social class did not produce any significant differences in the choice of teachers as role-models.

These sociological findings have educational implications, suggesting that the race of the student is an important variable in influencing the student's responses to this teachers. Black children seemed far more aware of both the overt means by which their self-esteem may be threatened and the covert means by which the teacher may avoid them or maintain a social distance. These findings therefore justify a racial mix which is not lop sided in favor of non-black teachers, or at least, appointment of white teachers who demonstrate fewer prejudices.

Second, the findings reported above have implications for the teacher-training programs, which should be encouraged to include Speech Communication courses as a part of the influence factor these teachers-in-training will subsequently have on their students.

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[1] Bradley E. Niles, "Selecting Teachers as Role Models: Differences Between White and Black Students" (unpublished Master's thesis, Western Michigan University, 1971).

III. IMPLICATIONS FOR HIGHER EDUCATION

American higher education is facing numerous challenges throughout the nation. State assemblies and boards of trustees are questioning the ever-increasing budget requests; faculties and staffs are seeking to re-define their roles on the college campuses; and while parents and other citizens are pondering the usual "what are our colleges coming to?", the students continue to demand relevant curricula and greater participation in the governance of their college lives.

The black college is not exempted from these challenges, but rather, in addition, its very existence is in jeopardy as continued integration and mergers, combined with diminishing opportunities for self-determination, reduce the number of black colleges in the nation. Ebony magazine reports:

> Maryland State College was recently annexed to become a part of the largely white University of Maryland--Eastern Shore branch. Several formerly black colleges such as West Virginia State, Bluefield (W. Va.) State and Lincoln (Mo.) University are now enrolling a majority of white students. (Those schools' white enrollments are 75 percent, 80 percent and more than 51 percent, respectively.) Delaware State, Bowie (Md.) State and Kentucky State currently have white enrollments of 30 to 40 percent and appear likely to have a white majority within a few years.[2]

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[2] "Is the Black Public College Dying?," Ebony, Vol. XXVII, No. 12 (October, 1972), p. 92.

Meanwhile, as the above colleges are losing their black majorities, Federal City College in Washington, D. C. became the only additional black four-year institution in 1972.

A greater responsibility therefore rests upon the administrators and departmental chairmen at black institutions to upgrade and to maintain the highest standards of education possible on the campuses that remain operative. Although detailed analysis of this sort is not within the scope of this study, it is interesting to note at least two statements by the Presidents of black colleges concerning their problems of remaining viable institutions of higher education today.

Like institutions in other cities, Florida Agricultural and Mechanical University has had to consider academic changes as a necessity. Even though many courses are duplicated on the neighboring Florida State University campus, F.A.M.U. is seeking to discover significant areas in science and technology, and also to implement the black experience as a part of the entire academic program. President Benjamin L. Perry has assured his constituency that he will continue to maintain vigilance for attempts to abolish, merge, or completely change his institution or its programs.

Meanwhile, Dr. Granville Sawyer, President of Texas Southern University, similarly anticipating future crises, expressed his goal as wanting to make T.S.U. so valuable an asset that to remove it or tamper with it would be tantamount to creating a state-wide crisis.

> The result [is] T.S.U.'s new concept of itself as an 'urban university,' a university which will begin to address itself almost exclusively to problems facing all urban-dwellers. . . . These problems include those of pollution . . . mass communication . . .[3]

The Speech Communication program (which includes mass communication) is one area providing much scope for development on campuses which survive. With less than one-third of the institutions offering a major in any area of communication, and with less than .0045 of all students studying for majors in Communication, the field of Speech Communication is minimally represented. Its status, based on the findings of this research, is low.

Other reasons justify the development of the Speech programs. First, the black community presently suffers from a lack of established communication networks. Most news services and all networks, for example, are non-black owned and controlled. The perspective of the news stories reflect this fact and the "rip-and-read" practice of most black radio and television stations contributes to the dissemination of the original perspective to the black community. To discourage this tendency and establish new standards, the Black Communications Conference at Howard University in 1972 addressed itself to the establishment of black news services for black college campuses and the black media in general. More qualified personnel will be required to cope with the proposed systems, nationally.

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[3] _Ibid_., p. 96.

Second, the established mass media channels--radio, television and journalism--are currently providing some openings for trained and qualified blacks. The steady increase of black newscasters and reporters, and the appointment of black station managers, reflect the opening of new job opportunities for trained minority members.

Third, every student who has been exposed to a class in communication is likely to become a more critical consumer and a more intelligent sender of messages. As was stated in Chapter I of this paper in a quotation from William Brooks, effective communication behavior helps citizens in their political, vocational and personal activities. The community at large stands to benefit from a better comprehension of communication in general as well as in some specialized area, and this would therefore involve all students on the campus.

Finally, teachers-in-training, especially those preparing to serve in predominantly black schools, need to be informed concerning their roles as models for elementary school pupils and their responsibility for language training.

Against this backdrop of challenges and aspirations, this research was undertaken in order to bring the current status of the Speech program to the attention of administrators, and to recommend basic, required courses upon which to build the various areas within the Speech Communication Department.

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APPENDIX 1

RELIGIOUS ORGANIZATIONS AND BLACK COLLEGES

The American Missionary Association. As far back as the Union Army's first advance on Richmond, The American Missionary Society had fashioned the idea of Hampton Normal and Agricultural Institute of Virginia. In 1867, the Association purchased a 125-acre plantation, "Little Scotland," as the school site. The Methodist Episcopal Church assisted the Association in establishing institutions of higher education for Negroes. In 1865, the Association established Walden College, later known as Meharry Medical College in Nashville, Tennessee, and another college, Claflin University in Orangeburg, South Carolina, just following the Civil War.

The American Baptist Home Mission Society. The American Baptist Home Mission Society established Waylan Seminary in Washington, D. C. and Richmond Theological Seminary in 1865. These two institutions later merged as Virginia Union University. The establishment of Shaw University and Morehouse College is also credited to the Society.

The Presbyterian Church. The contribution of the Presbyterian Church in the formation of institutions for

Negroes was embodied in Biddle Memorial Institute, now Johnson C. Smith University, organized by the committee in 1867, at Charlotte, North Carolina. This educational establishment was the first to have a Negro president in Dr. Daniel F. Sanders who served until his death in 1907. His outstanding success played a major part in the selecting of a Negro successor, Dr. Henry L. McCory.

The Protestant Church. Incorporated in 1906, the American Church Institute for Negroes of the Protestant Church had as its main purpose the upkeep of the interests of the church as it essayed to educate the Negro. Among the Institute's contributions were: Saint Augustine's College, Raleigh, North Carolina, founded in 1867; Saint Phillip's Junior College, San Antonio, Texas in 1888; Saint Paul Normal and Industrial Institute, Laurenceville, Virginia, 1888 and Fort Valley Normal and Industrial Institute, Fort Valley, Georgia, 1893.

The First Congregational Church. With the aid of the Freedmen's Bureau and other financial sources, Howard University, Washington, D. C., has succeeded in its specific purpose of educating Negroes qualified for collegiate and professional training. The University was created by the Monthly Concert of Prayer for Missions held at the First Congregational Church in Washington in 1867 and has become one of the most outstanding Negro institutions of higher learning.

The Disciples of Christ. Jarvis Christian Institute, Hawkins, Texas, was founded in 1914 by the United Christian Missionary Society of the Disciples of Christ, and stands high in collegiate ranks.

The Roman Catholic Church. The Roman Catholic Church began the task of educating the Negro immediately after his emancipation but it was not until 1925 that the Church founded Xavier University, New Orleans, Louisiana, originally a high school founded in 1915 and changed to a normal school in 1917. In 1925, a two-year course in premedical work was introduced, and a school of pharmacy was added in 1927.

As can be noted from this review, the majority of black colleges were founded basically out of the need for educational institutions to train black Americans and out of the ambition of denominations, societies and associations to make the first step in this direction. These schools were not model colleges and were rarely adequate. In fact, most of them did not begin with higher education curricula, but rather trained men and women in basic skills, necessary to cope with their contemporary needs and situations. Christopher Jencks and David Riesman emphasize this conclusion:

> In any event, the basic character of the private Negro college was not shaped primarily by the prejudices or self-interest of their white trustees, any more than the basic character of other colleges has been. Rather, the Negro college was molded by the circumstances in which it found itself locally. . . . The basic fact was that any Negro college had to recruit most of its students from the segregated South, and that most of these recruits expected to return to the segregated South.[1]

The Negro religious denominations of America played an equally important role in educating freedmen. Their struggle was made particularly difficult since they aspired to independence and self-control and thus had to depend for support on the black people whose economic status was lower than any group in America. In spite of the serious disadvantages under which the black denominational organizations operated, they have formed and maintained several note-worthy institutions.

The African Methodist Episcopal Church. The African Methodist Episcopal Church emerged from the black man's dissatisfaction with the Methodist Episcopal Church. In 1816, this independent denomination was founded under Rev. Richard Allen, the first bishop elected. Prior to the Civil War, the denomination confined its efforts mainly in the Northern states. Immediately after the war, the Church moved into the Southern states where its membership grew considerably. The Cincinnati Conference of the Methodist Episcopal Church planned the establishment of Wilberforce University and Payne Theological Seminary in 1856. The African Methodist Episcopal Church is credited with the establishment and support of the following institutions: Allen University, Columbia, South Carolina, 1870; PalQuinn College, Waco, Texas, 1881; Edward Waters College, Jacksonville, Florida, 1883; Morris Brown College, Atlanta, Georgia, 1885; Kittrell College, Kittrell, North Carolina, 1885; and Shorter College, Little Rock, Arkansas, 1886.

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[1] Christopher Jencks and David Riesman, "The American Negro College," Harvard Educational Review, Vol. XXXVII, No. 1 (1967), p. 4.

The African Methodist Episcopal Zion Church. Formed in 1796 in New York City, the African Methodist Episcopal Zion Church was also an off-shoot of the African Methodist Episcopal Church. The contribution of this Church is confined, basically, to one college, Livingstone College, Salisbury, North Carolina. The school was founded as Zion Wesley Institute, in 1879, at Concord, North Carolina and moved to Salisbury in 1885, and was chartered under its new name.

The Colored Methodist Episcopal Church. The Colored Methodist Episcopal Church formed and controlled the following institutions: Lane College, Jackson, Tennessee, 1878; Paine College, Augusta, Georgia, 1882; Texas College, Tyler, Texas, 1894; Miles College, Birmingham, Alabama, 1902.

The Negro Baptist Convention. The greater part of the educational program of the Baptist denomination has been conducted through the American Baptist Home Mission Society. Around 1870, however, many conventions of Negro Baptist churches assumed the responsibility of providing educational facilities for black youth where the American Baptist Home Mission Society was unable to do so. The institutions were supported mainly by the poor black population and were extremely small and inadequately equipped. The following institutions were founded and supported by the Negro Baptist Conventions: Arkansas Baptist College, Little Rock, Arkansas, 1885; Selma University, Selma, Alabama, 1878; Natchez College, Natchez, Mississippi, 1885; Shaw University, Raleigh, North Carolina, 1865; Virginia College and Seminary, Lynchburg, Virginia, 1888; Central City College, Macon, Georgia, 1899; Coleman College, Gibsland, Louisiana, 1890; Friendship College, Rock Hill, South Carolina, 1905; Morris College, Sumter, South Carolina, 1905; and Guadalupe College, Seguin, Texas, 1887.

The Land Grant Colleges. In the beginning of higher education of the Negro, privately supported organizations and individuals bore the brunt of their maintenance. Since about 1910, the state supported schools have constantly assumed a greater role in this function. Land-grant colleges, a result of the first and second Merrill Acts, marked the beginning of the state supported schools' endeavor to assume a greater role in this program. The first act, passed in 1862, set aside funds for the founding and support of educational institutions devoted primarily to agriculture and mechanical arts. Although there were many black institutions in existence during this time, only four of the states shared their grants with black schools (Alcorn and Oxford of Mississippi; Hampton; Claflin University, South Carolina; and Kentucky State Industrial College). The second Merrill Act was passed on August 30, 1890. It specifically provided that the land-grant funds be equally divided where separate schools for the two races were maintained. Within ten years after the passing of the second Merrill Act, all states that had previously maintained separate schools (legally required) had agreed to establish land-grant colleges for Negroes.

APPENDIX 2

LIST OF BLACK COLLEGES AND UNIVERSITIES BY STATE[1]

Alabama
- Alabama Agricultural and Mechanical College
- Alabama State College
- Miles College
- Oakwood College
- Stillman College
- Talladega College
- Tuskegee Institute

Arkansas
- *Arkansas Agricultural, Mechanical and Normal College
- Arkansas Baptist College
- Philander Smith College

Delaware
- Delaware State College

Florida
- *Bethune-Cookman College
- Edward Waters College
- *Florida Agricultural and Mechanical University
- Florida Memorial College

Georgia
- *Albany State College
- Clark College
- Fort Valley State College, The
- Morehouse College
- Morris Brown College
- Paine College
- Savannah State College
- Spelman College

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[1] *indicates that there is a Department of Speech;
+indicates that there is no course offered in Speech.

Kentucky
- *Kentucky State College
- Simmons University

Louisiana
- *Dillard University
- *Grambling College
- *Southern University and Agricultural and Mechanical College
- *Southern University in New Orleans
- *Xavier University

Maryland
- *Bowie State College
- Coppin State College
- Maryland State College
- Morgan State College

Mississippi
- Alcorn Agricultural and Mechanical College
- *Jackson State College
- Mississippi Industrial College
- *Mississippi Valley State College
- Rust College
- Tougaloo College

Missouri
- *Lincoln University

North Carolina
- +Barber-Scotia College
- +Bennett College
- +Elizabeth City State College
- Fayetteville State College
- *Johnson C. Smith University
- Livingstone College
- *North Carolina Agricultural and Technical State University
- *North Carolina College at Durham

- Saint Augustine's College
- *Shaw University
- Winston-Salem State College

Ohio
- Central State University
- Wilberforce University

Oklahoma
- Langston University

Pennsylvania
- Cheyney State College
- Lincoln University

South Carolina
- Allen University
- Benedict College
- Claflin College
- Morris College
- *South Carolina State College
- Voorhees College

Tennessee
- *Fisk University
- *Knoxville College
- Lane College
- LeMoyne-Owen College
- *Tennessee Agricultural and Industrial State University

Texas
- *Bishop College
- Huston-Tillotson College
- Jarvis Christian College
- Paul Quinn College
- Prairie View Agricultural and Mechanical College
- Texas College
- Texas Southern University
- Wiley College

Virginia
- *Hampton Institute
- *Norfolk State College
- Saint Paul's College
- Virginia Seminary and College
- Virginia State College
- Virginia Union University

Washington, D. C.
- *Howard University

APPENDIX 3

QUESTIONNAIRE FOR HEADS OF DEPARTMENTS

1. Does your college have a Department of Speech-Communication (Speech, Speech Arts, Communications, Communicative Arts, etc.)? ______________________
   If so, what is the official title?
   ____

2A. Does your department offer a degree program in which a student may major or a program in which a student may minor? Indicate which.
   ____

B. Is it possible for a student to major in any of the following areas?

Radio and T. V. Broadcasting	_____
Rhetoric and Public Address (General Speech)	_____
Speech and Hearing Science	_____
Drama and Theater	_____
Other (Specify)	______________________

3A. Approximately how many students are pursuing majors in Speech and Hearing Science? _____

B. Approximately how many students are pursuing majors in areas other than Speech and Hearing Science? _____

4. What is the size of your departmental faculty?

Part-time ________ Black ________

Full-time ________ White ________

5. If your college offers Speech courses in a department other than Speech, what are these courses and in what departments are they offered (e.g. The basic Speech course in the English Department)?

____

____

____

6A. Is there a basic or first or fundamental Speech course open for all students in the college? ________

B. Is the course a required course for all students?

____

C. What is the major emphasis?

________ Communication Theory

________ Public Speaking

________ Drama and Theater

________ Voice and Diction

________ Vocabulary Building

________ Other (Please specify)

7. What Speech courses are required of all majors of Speech?

____

____

8. Does your program provide for individual remedial speech or speech improvement? ________

9. What course(s) is taught dealing specifically with understanding the uses of and the influence factors in Mass Media?

____

____

____

10. What courses are offered in your department which can appropriately be classified as Black Studies courses (e.g. Black Rhetoric)?

____

____

____

11. Are there linguistics courses offered in your department? If so, what are the titles?

____

____

____

12. What courses are offered in the Department of Speech specifically geared for teachers in training?
For Elementary Teachers:

For Secondary Teachers:

For Both of the above:

____

Would you like to receive a summary of the responses to this questionnaire?

Yes _______ No _______

Signed __________________

Institution __________________

Date __________________

THANKS FOR YOUR ASSISTANCE IN THIS PROJECT.

APPENDIX 4

FIRST COVER LETTER TO DEPARTMENT CHAIRMEN

Federal City College

Theater Arts
Speech Arts
Media Arts

Department of Communication Arts
916 E St., N. W.
Washington, D. C. 20001
Phone: (202) 727-2168-71

Dear __________:

At present I am trying to determine the status of and identify any developing trends in the Speech-Communication programs of our sister colleges across the nation, and I am requesting your assistance in completing this project.

Enclosed is a questionnaire which I would like you to answer and return in the pre-addressed, stamped envelope. It is not a long questionnaire and I would appreciate you taking a few minutes to fill in your answers at your very earliest convenience--within a week, I hope.

Thanks in anticipation for your assistance.

Sincerely,

Lyndrey A. Niles
Assistant Professor

APPENDIX 5

SECOND COVER LETTER TO DEPARTMENT CHAIRMEN

Federal City College

Theater Arts
Speech Arts
Media Arts

Department of Communication Arts
916 E St., N. W.
Washington, D. C. 20001
Phone: (202) 727-2168-71

Dear __________:

A few weeks ago, I wrote you concerning the enclosed questionnaire. Quite likely, you never received it, so I am sending you another.

At present I am trying to determine the status of and identify any developing trends in the Speech-Communication programs of our sister colleges across the nation, and I am requesting your assistance in completing this project.

Enclosed is a questionnaire which I would like you to answer and return in the pre-addressed, stamped envelope. It is not a long questionnaire and I would appreciate you taking a few minutes to fill in your answers at your very earliest convenience--within a week, I hope.

Thanks in anticipation for your assistance.

Sincerely,

Lyndrey A. Niles
Assistant Professor

APPENDIX 6

THIRD LETTER TO DEANS OR FACULTY MEMBERS

Federal City College

Theater Arts
Speech Arts
Media Arts

Department of Communication Arts
916 E St., N. W.
Washington, D. C. 20001
Phone: (202) 727-2168-71

Dear __________:

I have previously attempted to gather some information concerning your Speech-Communication program from another faculty member, but have received no reply. It is possible that the letter was addressed to the wrong person, or that it went astray. Now I am asking for your assistance, so I can determine the status of our Speech programs and identify any developing trends.

Enclosed is a questionnaire which I would like you to answer and return in the pre-addressed, stamped envelope. It is not a long questionnaire and I would appreciate you taking a few minutes to fill in your answers at your very earliest convenience--within a week, I hope.

Thanks in anticipation for your assistance.

Sincerely,

Lyndrey A. Niles
Assistant Professor

APPENDIX 7

COLLEGES NOT REPORTING

- Alabama
  - Stillman College
  - Talladega College
- Arkansas
  - Arkansas Baptist College
- Florida
  - Edward Waters College
  - Florida Memorial College
- Georgia
  - Clark College
  - Morris Brown College
- Kentucky
  - Simmons University
- Mississippi
  - Mississippi Industrial College
- North Carolina
  - Fayetteville State College
- South Carolina
  - Allen University
- Texas
  - Huston-Tillotson College
  - Prairie View Agricultural and Mechanical College
  - Texas Southern University
  - Wiley College

APPENDIX 8

COVER LETTER TO PANEL OF EXPERTS

Federal City College

Theater Arts
Speech Arts
Media Arts

Department of Communication Arts
916 E St., N. W.
Washington, D. C. 20001
Phone: (202) 727-2168-71

TO: Panel of Experts

FROM: Lyndrey A. Niles

DATE: May 12, 1972

RE: Recommendations for New Speech Departments

Enclosed on pages 2, 3 and 4 is a summary of the responses I received from you, my panel of Speech-Communication experts. This will provide you with the partial list of courses which I have been considering.

Based on your suggestions and my personal choices, I would like to make some recommendations for required courses and am requesting your reaction to each. Admittedly, it is difficult to generalize for the country and each department chairman will have to take his immediate community and his available faculty into consideration. However, I am hoping here for an "ideal" situation. Also note that my recommendations are especially for the predominantly black four-year colleges which do not presently have a Speech Department (there are about sixty of them in the United States). The recommended courses and spaces for your reaction are on pages 5 and 6.

I certainly appreciate your time, expertise, and assistance. Do try to respond before leaving on your well-earned summer vacations. Thanks again.

APPENDIX 9

SUMMARY OF RESPONSES AT INTRODUCTORY INTERVIEW

IA. Should there be required courses in the undergraduate speech program?

All twelve professors indicated "yes" even though one was reluctant and suggested that rather than required courses, students should be advised to take courses which would function to serve their needs and interests.

IB. What courses would you suggest as required courses? (The responses varied from one to six per person.)

1. Communication Theory
2. Introduction to Human Communication
3. Rhetorical Theory
4. Introduction to Linguistics
5. Group Discussion and/or Argumentation
6. Oral Interpretation
7. The Speaker and his Audience (One semester)
8. Speech Fundamentals (The traditional basic course)
9. Nature and Functions of Language (Divided into series of three courses for a black college)
10. Socio-cultural Linguistics
11. Black Rhetoric
12. Introduction to Communication Inquiry (Probably to include survey of experimental literature)

13. Speech Science (To include physiology, acoustics, I. P. A., anatomy, etc.)
14. Survey of the field of Speech Communication
15. Survey of Rhetorical Systems (Eastern, Western, African, etc.)
16. Psycholinguistics

II. SUMMARY OF INNOVATIONS

A. First course should be all communication theory with NO performance required.

B. Drop all service courses intended to attract students in numbers from other departments.

C. Offer no courses whatsoever. Each student would be assigned by a committee to spend X number of hours with particular instructors dependent upon the student's needs and interests.

D. Establish Speakers' Bureau to provide real-life experiences for students.

E. Team-teaching absolutely essential in basic course and recommended for all the courses--where possible.

F. Programmed instruction as much as possible.

G. Speech tape library.

H. Multi-media approach to teaching.

I. Interdisciplinary courses with other departments.

J. At least half the time in basic fundamental course should be spent out of the classroom participating in or observing actual communicative situations.

K. The whole program must reflect the serious needs of the community that the college serves. Find these out first and work toward satisfying these needs.

III. If the college was predominantly black, would you modify your answer to question IB above? If so, how?

No significant changes, except that courses should be made more relevant and practical for a majority black student population.

APPENDIX 10

FINAL RECOMMENDATIONS TO PANEL OF EXPERTS

(Please return pages 5 and 6 with your comments and reactions)

Required Courses: (For all students majoring in any area of the Speech-Communication field, drama, broadcasting, etc.)

1. Processes of Speech Communication

   An introductory course in communication theory with no public speaking required, except for class reports and formal or informal discussions.

2. Persuasion and the Mass Media

   A study of the various forms of mass communication and the persuasive and manipulative forces of each. Special consideration will be given to the slanting of news by various sources and subsequent effect of such exposure upon the receivers.

3. Nature and Function of Language

   An introduction to linguistics, psycholinguistics and sociolinguistics. Emphasis will be placed upon linguistic description, language acquisition, speech variations and the language of the black community.

An additional two (2) courses for students majoring in Rhetoric and Public Address or General Speech:

4. Introduction to Rhetoric and Public Address

   Somewhat similar to a fundamental Public Speaking course, to include basic rhetorical theory, and to provide opportunities for public speaking and group discussions. Visits to or participation in real-life situations will be required. ____________________

5. Black Rhetoric in America

   A study of the ways in which black Americans have attempted to find and use all the available means of persuasion in order to achieve equal status as citizens in the United States. The major emphasis will be given to Public Address. ____________________

Comment please on the need for Speech-Communication Clubs under departmental supervision to sponsor:

1. Debate Society:

2. Forensics (Individual Events)

3. Speakers' Bureau

SIGNED ____________________